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# Philippine Education

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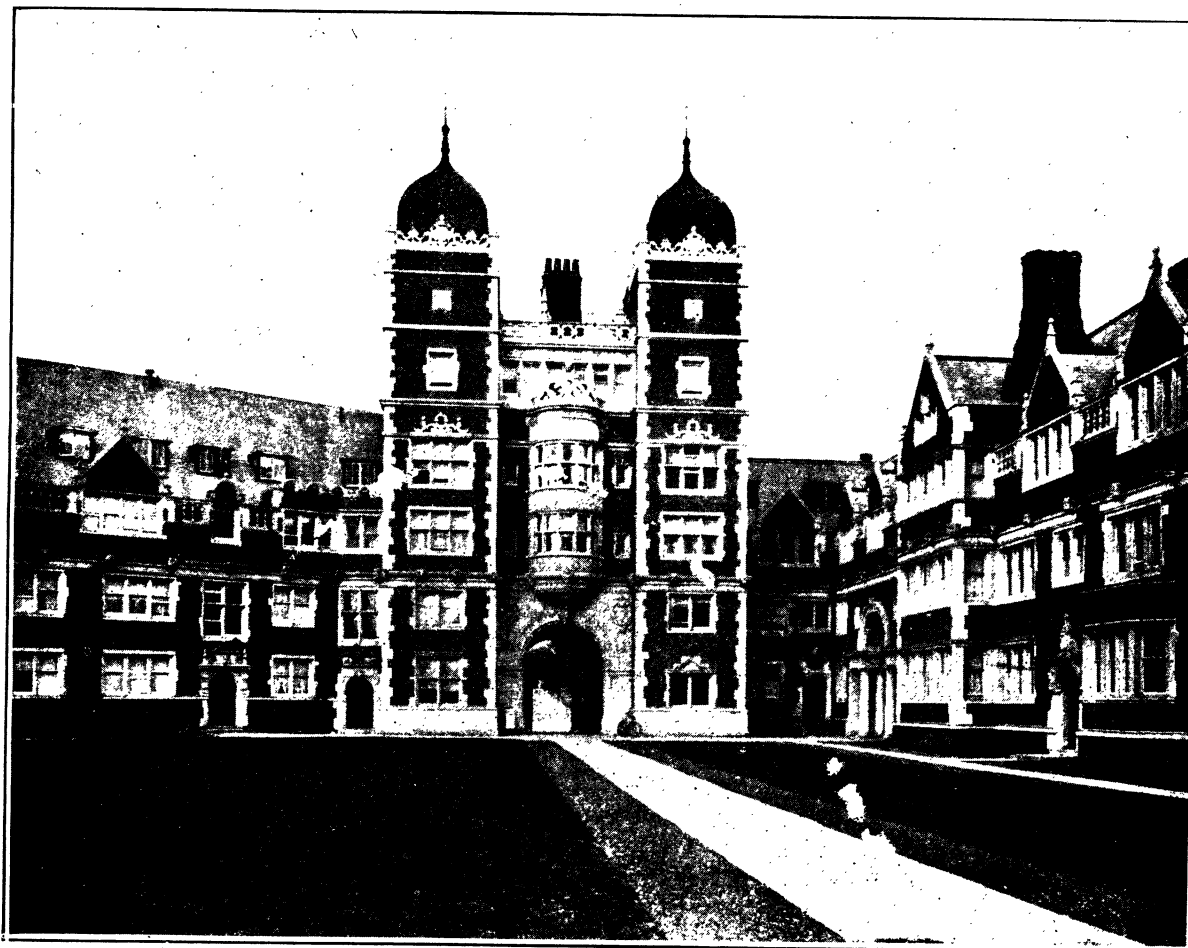


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# The Philippine Teacher

A PERIODICAL FOR PHILIPPINE PROGRESS

EDITED UNDER THE SUPERVISION OF THE GENERAL SUPERINTENDENT  
OF EDUCATION



NOTABLE BUILDINGS FOR EDUCATION—IV.  
A DORMITORY QUADRANGLE AT THE UNIVERSITY OF PENNSYLVANIA

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Edited by John G. Coulter,  
Manila, P. I.

# THE BUREAU OF EDUCATION

## A Statement of organization and aims published for general information

The Bureau of Education was organized by the United States Philippine Commission in January, 1901, and is one of several bureaus under the Department of Public Instruction. All public schools in the Philippines, except in the Moro Province, are under the charge of the General Superintendent of Education, the chief of the bureau.

For purposes of school administration, the Philippine Archipelago is divided into thirty-six school divisions, besides the Moro Province, in each of which there is a division superintendent of schools. In four instances, the division superintendents are governors of the provinces. In the remaining cases they are employees of the bureau and receive salaries ranging from \$1,600 to \$3,000 per annum. The three technical schools of the government—the Philippine Normal School, the Philippine School of Arts and Trades, and the Philippine Nautical School—also have superintendents whose status is the same as that of superintendents of school divisions.

The bureau employs and pays the salaries of 826 American and 281 Filipino teachers, the latter known as Insular teachers to distinguish them from the Municipal teachers. The salaries of American teachers range from \$900 to \$2000, the mean compensation being \$1200. There are, however, above this figure, 211 positions. Promotions are made by the General Superintendent of Education, subject to the approval of the Secretary of Public Instruction, whenever the merit of a teacher becomes conspicuous and there are vacancies in the better paid positions. In addition to the 294 Filipino teachers, who are paid salaries ranging from \$240 to \$600 per year, there are at the present time 4,133 Filipino municipal teachers appointed by division superintendents under regulations of the General Superintendent, who are paid from funds of the municipality in which they teach. These teachers receive at the present time an average compensation of 21 pesos, Philippine currency, monthly.

The work of the Bureau of Education includes the organization and conduct of primary schools, which teach a three-year English course; of intermediate schools, which give three years' additional instruction, and which lay great emphasis upon industrial training—in tool work, agriculture, and housekeeping; of provincial high schools, which are maintained in part by the provincial governments, in which five different courses of from two to four years each are given. These courses are in (1) literature, history, and the sciences, (2) teaching, (3) commerce, (4) agriculture, (5) arts and trades.

At the close of the school year, March 31, 1905, there were 527,739 pupils who were enrolled in the public schools. Of this number, over 515,000 were in the primary schools, and about 12,000 in the intermediate and high school courses; about 16,000 pupils are enrolled in the 300 night schools for the instruction of adults in provincial towns or in the night schools of the city of Manila.

The work of the American teacher is mainly of two kinds: first, supervising school districts; second, teaching in intermediate or high schools, or in one of the three technical schools. Teachers in the provincial high schools become members of small American communities, of congenial tastes and high character. These schools are usually situated at the capitals of the provinces. The surroundings are sufficiently comfortable, and the work corresponds in most respects to that of a class room instructor in the United States. Women teachers, almost without exception, are assigned to duty in the provincial high schools or intermediate schools, where they can have the advantages of American society and an American home.

The work of school district supervision, however, is pursued under very different conditions. The teacher usually lives alone in a town separated by some miles from other communities, and very frequently he is the only American resident in a large area. As supervising teacher, he is the representative of the division superintendent in the district. He must consult tactfully and helpfully with the municipal president and council, represent the school needs of the locality to this body, and obtain their co-operation and municipal support. His relationship with the people of the town must be kind, helpful, and above reproach. He has under him a corps of native teachers of from six to thirty, whose work he lays out and whom he constantly visits and assists in its discharge. He has the task of organizing new schools, especially in hamlets, known as "barrios," which are separated from the town centers. A great part of the time of the supervising teacher is spent in school visitation, traveling sometimes on foot or by horse and vehicle, and sometimes by banca or canoe. As a part of their duty, these teachers have to acquaint themselves thoroughly with the geography of their districts. They must know every hamlet and road, and must thoroughly understand the social composition of the community where they are working. This is work which can obviously only be done by a man. For this reason, the greater majority of the teaching force are men. In many cases, however, a man and wife are assigned together to a town, the man carrying on the work of supervision and the woman the instruction of the advanced classes in the central municipal school.

Most of these teachers rent their own homes in the town centers, having their own establishments and servants, which can be maintained at moderate expense, according to American standards. At other times the American teacher, if alone, boards with some Filipino family. Traveling expenses of the supervisory teachers in their work are paid for by the Bureau of Education.

Appointments of teachers in the United States are now made exclusively from an eligible list certified by the Philippine Civil Service Board as a result of examinations conducted in the United States or the Philippines. Those appointed contract for two years' service in the Islands; their traveling expenses to Manila are paid, and, in order to protect the government, an amount equivalent to this is deducted from their salaries at the rate of ten per cent per month until the total cost to the government has been repaid. Upon the completion of two years' satisfactory service the amount thus deducted is returned to the teachers. At the end of three years' satisfactory service the teacher may resign and receive half salary for thirty days and full pay for any vacation that immediately follows the resignation. If he elects to remain in the service but desires to return to the United States on leave he may be granted such leave on full pay for the vacation period of his division at present ten weeks, with sixty days' half salary covering the average time going and returning. The school year is uniform throughout the Islands, and is at present fixed at forty weeks, with twelve weeks' vacation, ten of which are consecutive during the months of April, May, and June, and two at the Christmas holidays. These ten weeks' spring vacation allow teachers to visit nearby Oriental countries and give them a chance to be refreshed by change of climate and scenes. The emoluments and opportunities of the service have called forth a class of young men and young women who are products of the best American homes and universities.

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VOL. II

MANILA, P. I., JUNE, 1905

No. 1

## THE SUPERVISING TEACHER

Extracts from an address prepared by the General Superintendent for the May Educational Conference at Shanghai.

Public education in the Philippine Islands, as we have planned it and are endeavoring to fulfil it, is not limited to ordinary class room instruction in the common English branches. It is rather a large, general purpose to raise the spiritual character, the industrial efficiency, and the political capacity of the entire people. \* \* \* The whole character of the Government which has been formed in the Philippines is educative in so far as it seeks to develop in the people new capacities and open new avenues of activity to them, but the main reliance for accomplishing the social and spiritual awakening is based upon the school system. \* \* \* For school administration the Islands are divided into thirty-six school divisions, each in charge of a division superintendent. The divisions again are cut up into districts which usually embrace in boundaries one or more municipalities; each of these is in charge of a supervising teacher. These districts are the fundamental units of our system. I should like to describe a typical one.

It embraces a territory formerly comprising two *pueblos*, about sixty square miles in area, and closely inhabited along the sea-shore, with a broken, hilly country behind extending practically to the center of the Island. The main *pueblo* is on the coast and its jurisdiction runs for about five miles along the beautiful strip of shore and sea. Every mile or so there is a fishing hamlet with its cluster of nipa-thatch houses set back among the cocoanut palms and acacias, while the beach of yellow coral sand is covered with long fishing boats and nets. "The center of the town" is about a mile back from the coast on the banks of a smaller river up which good-sized trading praos can come at high tide. Like all Filipino towns it is built about the public square or *plaza*. On one side is the great church whose high belfry and bright roof are discernible for miles away above the foliage of the palms and mango trees. The *presidencia*, or town government house, occupies another side of the *plaza*. Here are the officers of the town, the presi-

dent, treasurer, secretary and the justice-of-peace, and herein the municipal police have their headquarters. On the other side of the *plaza* are two school buildings built some fifteen years ago by the Spanish government. They were satisfactorily constructed of stone with iron roofs, but were made too low, dark, and insufficiently ventilated. About a year ago the municipal council appropriated money for the reconstruction of these buildings on plans prepared by the American teacher, and now an additional wood story has been added to it, while the lower stories have been lifted, and larger windows and new wooden floors put in. This building is now the central town school with a daily attendance of about 300 primary pupils. There is also a class of 22 boys and girls who have completed the primary course and have begun the intermediate course of instruction, which comprises grades IV, V, and VI. In one of the rooms of the lower story a carpenter shop with six double benches has been fitted up and behind the buildings a piece of land, about a hectare (2½ acres) in extent, has been provided by the town where there is a flourishing school garden and a baseball grounds. \* \* \* It is in this town center that the American teacher quite naturally has his residence, but it is no more than headquarters for his work. Six miles away towards the hills is the other *pueblo*, the interior town, and scattered over the entire jurisdiction, which is largely devoted to rice culture, are numerous hamlets called *barrios*, where live the bulk of the 26,000 people who constitute the population of the two *pueblos*. Besides the central school which employs five Filipino teachers and the central school at the other *pueblo* which employs three, there are fourteen small barrio schools in the hamlets. \* \* \* The time of the supervising teacher is largely passed in the saddle. He visits nine of his barrio schools each week, spending about an hour in each one. Twice a month he visits the mountain barrios and at equal intervals, unless the sea is too rough, he visits the school on the little island off the coast. Every afternoon from 3.30 to 5 he has a teachers' training class attended by nearly all the central and barrio teachers and by six *aspirantes*, or apprentice teachers, who are serving without pay. These teachers receive regular graded instruction in English branches and are drilled in methods of school work and school organization. Three evenings a week he has a night

school from 7.30 to 9, attended by about twenty-five adults of the town, including several of the town officials. About once a week there is a meeting of the Town Board which he frequently attends to lay before this Council the needs of the schools. In addition to these duties he is responsible for the school properties, including text books, of his district, has to secure these from his Division Superintendent and attend to their distribution and collection. He is supposed, moreover, to make a careful study of the geography and sociology of his district, to become thoroughly acquainted with all of its life and activities, with its people, its difficulties and its wrongs. It is obvious that to do this work successfully calls for a very high type of young man; one who has youth, physical strength and endurance, courage, kindness of heart and willingness to give freely of his time and strength. To be successful, moreover, his moral life must be above reproach. We have several hundred young men doing work of this kind most successfully and I believe they are the finest product of American civilization and American university life. A teacher's work is not done when his classes are dismissed, for he is resorted to almost daily for advice, counsel and help by almost every member of the community. During the season of typhoons his work is exceedingly arduous and frequently full of danger from swollen streams or angry seas. He runs considerable risk from contagious diseases, particularly smallpox. The end of the year sees him pretty well worn down but the ten weeks' vacation during the hot season enables him to travel and rest and he comes back with the opening of the year full of eagerness and courage and with new ideas of making his service more effective.

## THE GOVERNMENT AND THE LAWS OF THE PHILIPPINE ISLANDS

### IV THE PHILIPPINE COMMISSION—ITS CREATION AND GENERAL POWERS.

*(Continued from March number.)*

[Many teachers have indicated their appreciation of the value of Mr. Cobb's articles. We are pleased to announce their continuance and regret that it was impossible to print this instalment in its entirety in the March number.—Ed.]

After a law is enacted and published, it becomes necessary to interpret, construe, and apply it. Some of the Acts of the Commission prescribe the manner in which they shall be construed, like the Code of Civil Procedure, which says:

The provisions of this Code, and the proceedings under it, shall be liberally construed, in order to promote its object and assist the parties in obtaining speedy justice.

When the law is silent on this subject, the general rules of construction apply. There is, however, one general provision with respect to construction that applies to all laws enacted by the Commission, and is contained in Act Numbered 63.

In the construction of all Acts which have been or shall be enacted by the Philippine Commission, the English text shall govern, except that in obvious cases of ambiguity, omission, or mistake the Spanish text may be consulted to explain the English text.

The term "interpretation" is sometimes confounded with construction, but there is quite a distinction between the two. To interpret a law is to seek to discover the true meaning or sense of the words used in the Act. To construe a law is to draw from it legitimate conclusions which are not clearly indicated by the meaning of the words. It is the art of deciphering and applying, in good faith, the true spirit of the law, in cases where a strict application of the letter of the text would lead to an absurdity or defeat the purpose of the legislature.

When the meaning of all the words employed in an Act is clear, and the exact circumstances or set of facts to which the law shall apply are therein clearly defined and limited, there is no need for either interpretation or construction. The text becomes the guide.

In criminal statutes, the rule is peculiar. There the law, according to long established practice, must be construed strictly in favor of the accused. No act can be construed to be an offense punishable under a penal code, unless it is specified or unequivocally described by the law itself. The source of this rule is said to have been the jealousy with which the criminal law regards the liberty of the individual.

It is not the judges alone who construe the law. All executive and administrative officers must interpret, construe, and apply it at every turn in the performance of their duties. Language which seems perfectly clear to the legislator is afterwards found to be subject to more than one interpretation, and a great deal of careful investigation and consideration is sometimes necessary to arrive at the real meaning of a word or a phrase, and the right application. The reason for exercising so much care is that erroneous construction leads to injustice and causes friction in the administration of government.

Spanish is the official language of the courts in general, but in the Court of Customs Appeals the proceedings are conducted in English. After January first, 1906, English is to be the official language.

The general operations of the central government of the Philippine Islands are carried on through the various bureaus and offices, to each of which is assigned by law the particular administration of some portion of the public business. These bureaus and offices are then grouped into five grand divisions, consisting of the Executive Bureau and four Executive Departments.

The Executive Bureau, and the offices of Executive Secretary and Assistant Executive Secretary, were created by Act Numbered 167, of July sixteenth, 1901, to assist the Governor General in his executive duties. It is therefore the executive office of the Governor General, and is under the immediate direction of the Executive Secretary. The Bureau consists of: The office of the Executive Secretary; the office of the Assistant

Executive Secretary; the Administration and Finance Division; the Legislative Division; the Translating Division; the Records Division; the Document Division; the Division of Accounts; and the Custodian Force. The executive direction of the following offices is also exercised by the Governor General, through the Executive Secretary: The Philippine Civil Service Board; the Insular Purchasing Agent; the Improvement of the Port of Manila; and the Municipal Board of the city of Manila.

This Bureau is likewise the medium of official communication with the Government of the United States, with the diplomatic representatives abroad, and with the officials of other governments. In all central government organizations, foreign official business is thus concentrated in or passes through one department or bureau, to preserve uniformity of policy and continuity of action in dealing with other parts of the world. In this respect, the functions of the Executive Bureau are somewhat analogous to those of the Department of State at Washington, or the British Office for Foreign Affairs.

The first Executive Secretary appointed under the Act creating the Bureau, and who still continues in charge, is Mr. A. W. Fergusson. The first Assistant Executive Secretary was Mr. Beekman Winthrop, now Governor of Porto Rico, who was succeeded in office by the present official, Mr. F. W. Carpenter.

The establishment of the four executive departments was directed by the President of the United States, who also appointed the secretaries from among the members of the Philippine Commission. The departments were formally created by Act Numbered 222 of September 6, 1901. Subsequently, the action of the President and of the Commission was confirmed by Congress in the Act of July first, 1902. The Secretary of each department has executive control over the bureaus and offices of which it is composed. By "executive control" is meant the power to direct and control their operations and to see that the laws affecting them are complied with. The respective executive departments comprise the following bureaus, offices, and other branches of the service, with their subdivisions:

**DEPARTMENT OF FINANCE AND JUSTICE:** Bureaus of—The Insular Treasury; the Insular Auditor; Customs and Immigration; Internal Revenue; Justice; and the Insular Cold Storage and Ice Plant. Hon. Henry C. Ide, Secretary.

**DEPARTMENT OF THE INTERIOR:** Bureaus of—Health; Forestry; Mining; Weather; Public Lands; Agriculture; Government Laboratories; the Quarantine Service; the Ethnological Survey for the Philippine Islands (formerly the Bureau of Non-Christian Tribes); the Philippine Civil Hospital, Manila; and the Civil Sanitarium, Baguio, Benguet. Hon. Dean C. Worcester, Secretary.

**DEPARTMENT OF COMMERCE AND POLICE:** Bureau of—Posts; Philippines Constabulary; Prisons; Coast Guard and Transportation; Coast and Geodetic Survey; Engineering; the Signal Service; and the establishment of harbors, bays, and navigable lakes and rivers. Hon. Cameron Forbes, Secretary.

**DEPARTMENT OF PUBLIC INSTRUCTION:** Bureaus of—Education; Public Printing; Archives (which includes patents, copyrights, trade marks and trade names); Architecture and Construction of Public Buildings; the American Circulating Library of Manila; the Official Gazette; and the education of Filipino students in the United States. Hon. James F. Smith, Secretary.

In the event of the absence or disability of the secretary of a department, the contingency is provided for by Act Numbered 639:

In all cases in which the head of a department, because of sickness or disability, is unable to discharge the duties and exercise the powers of his office, such duties may be discharged and such powers exercised by the Governor General or such other official or person as may be designated by him, instead of by the head of the department.

The primary object of this subdivision by bureaus and offices and the grouping of the bureaus and offices into grand divisions or executive departments, is to systematize the work, to conveniently distribute the powers and duties, and to fix the responsibility. The ultimate purpose is to facilitate the conduct of government and to avoid confusion and unnecessary delay in the dispatch of public business. In other words, to promote efficiency with practical economy.

In analyzing the functions of government it is customary to group them into so many theoretically separate departments, each working in perfect independence of the other. As these chapters do not profess to be a treatise, simply a very inadequate description of the government of the Philippine Islands, the scientific method of presentation has been purposely avoided. The theory of government will be found in any good work upon Civil Government.

On the other hand, the powers and duties of the Government have been thus far outlined in such a way that, it is hoped, it will readily be seen that the members of the Philippine Commission act in a triple capacity: as legislators, as executive, and as administrative officers.

There is, however, another and an entirely separate grand division called the Judiciary, or the Judicial Branch, which consists of the courts with their justices, judges, and other officers. The principal courts of the Islands are the Supreme Court and the Courts of First Instance. The general duty of the courts is to interpret, construe, and apply the law, and direct its execution, in cases brought before them in the manner prescribed by the codes of civil and criminal procedure. It includes the authority to declare any provision of law void, when it exceeds the power of the Commission. There are also municipal courts and courts of justices of the peace which have local jurisdiction in minor matters within their respective municipalities.

The Attorney General is the legal adviser of the Government of the Philippine Islands, and is the public prosecuting officer, formerly known as the Fiscal General. In criminal proceedings, the government is always a party to the prosecution, and when a civil suit against the Government is permitted it must be defended. In criminal cases, the Attorney General, by himself or through his authorized representatives, prosecutes the suit, and represents and defends the Government in civil suits.

## ADVANCED COURSES OF INSTRUCTION OFFERED BY THE BUREAU OF EDUCATION

With the opening of the school year the Bureau of Education presents advanced courses of study along a number of lines to students with proper qualifications. These students may be either graduates of the Intermediate Course of the public schools, or students from private institutions of the Islands who possess qualifications considered sufficient by the committee in charge. A year ago advanced courses of instruction were offered by the Philippine Normal School for the benefit of students who desired to go to the United States or for those desiring to prepare themselves for entrance into a University of the Philippines should that institution be established. The present plan is a continuation of this same idea. There are a good many graduates of the Intermediate Course in the different provinces, to whom Secondary Courses in their provincial towns will not this year be open, owing to the inability of the Bureau of Education to supply teachers for the Secondary Courses unless a sufficient number of qualified students apply. Such students will be welcomed into these advanced courses, which will be opened in Manila. The instruction will be given on the Exposition Grounds in the buildings of the Philippine Normal School. The school is equipped with excellent laboratories in botany, zoology, physiology, chemistry, and physics. Two additional class rooms for this work are also being fitted up. The General Superintendent has appointed a committee to take charge of these advanced courses of study, consisting of Mr. G. W. Beattie, Superintendent of the Normal School, who will have charge of the Instruction in Chemistry; Mr. Valear L. Minehart, Instructor in Physiology; Mr. H. L. Noble, Instructor in Mathematics; Mr. J. F. Bobbitt, Instructor in the Science of Education, and Mr. G. E. Mercer, Instructor in Physics. One or two more members will be added to this committee and additional instructors assigned within a few days. The General Superintendent has also appointed an Advisory Board of superintendents, to co-operate with the plan. This committee will consist of the following members: Mr. G. W. Beattie, Chairman; Mr. G. A. O'Reilly, Superintendent of City Schools; Mr. J. J. Eaton, Superintendent of the Philippine School of Arts and Trades; Mr. E. G. Turner, Superintendent of the Schools of Pangasinan; Mr. S. A. Campbell, Superintendent of Schools of Cavite; Mr. G. N. Briggs, Superintendent of Schools of Pampanga and Bataan, and Mr. Samuel MacClintock, Superintendent of Schools of Cebu.

The following courses will be offered, provided a sufficient number of students apply:

**ENGLISH LITERATURE:** Two advanced courses.

**MATHEMATICS:** Two courses. (1) Solid geometry. There will be required, in addition to the fundamental propositions, constructions, demonstrations of problems, and the solutions of numerical exercises. Plane trigonometry. The development of

the general formulae of plane trigonometry with applications to the solutions of plane triangles and the measurements of heights and distances. (2) Later chapters in elementary algebra, including ratio and proportion, arithmetical, geometrical, and harmonic progressions; elementary treatment of permutations and combinations; the binomial theorem for positive and integral exponents; the use of logarithms; inequalities; the elementary treatment of infinite series; independent coefficients; the binomial theorem for fractional and negative exponents; the theory of logarithms; determinants; and the elements of the theory of equations.

**LATIN:** Four courses. (1) Latin lessons, accompanied by the reading of simple selections, with special training from the beginning to grasp the meaning of the Latin before translating. (2) Selections from Caesar's Gallic War. (3 and 4) Selections from Sallust's Catiline; Cicero; Ovid; Virgil's Aeneid.

**MODERN LANGUAGES:** French, two courses; German, two courses; and Spanish, one course.

**French.** (1) Use of simple French text, with suggestive grammar work. Class room work will be conducted in French so far as the proficiency of the pupils will permit. (2) Elementary French grammar, with supplementary work in English and Spanish. Modern French literature of moderate difficulty. Composition. Class room work conducted almost entirely in French.

**German.** (1) Careful drill in pronunciation. Drill upon the rudiments of grammar. Reading from graduated texts, with practice in translating. (2) Reading from German literature in the form of easy stories and plays. Translations of the German, read into English: offhand reproductions orally, and in writing, of the substance of selected passages.

**Spanish.** (1) Spanish literature read and discussed. Grammar and written composition. This course will be conducted almost entirely in Spanish. During the first two months Alarcon's "El Capitan Veneno" will be read, followed by the reading of "Doña Perfecta," a modern drama, and a third novel, to be selected later. The Spanish Royal Academy's "Compendio de la Gramatica Castellana, Dispuesto para la Segunda Ensenanza" will be used after the second month of the second course.

**INTRODUCTION TO MEDICINE:** To include the study of Botany, Zoology, Physiology, Hygiene, Inorganic Chemistry, pursued by laboratory instruction and daily lectures.

**AGRICULTURE:** Designed to prepare students for agricultural experts, and will embrace Botany, Zoology, Inorganic Chemistry, Physics, and Agriculture, including courses of lectures by experts of the Bureau of Agriculture, and laboratory instruction.

**LAND SURVEYING:** A two years' course intended to prepare young men for positions or business as surveyors. Includes Algebra, Plane Geometry, Trigonometry, Drawing and Mapping, Use and Care of Instruments, Chain and Compass, Levels and Transit, surveying plots of land, location of roads and irrigating ditches, land laws of the Philippines, mining laws of the Philippines. A third year may be added with a course on Construction, including streets, roads, bridges, culverts, irrigating ditches and canals, earth and rock excavating, timber and masonry.

**A COURSE FOR MAGISTRATES:** Designed to fit young men for positions as justices-of-the-peace or for practice before justice courts. A two years' course embracing in elements of jurisprudence, elements of Civil or Roman Law, Elements of Common Law, the Philippine Codes, and procedure and the public law of the United States.

Application should be made at the office of the Superintendent of the Normal School, and will be passed upon by the committee in charge of the advanced courses of instruction. Applicants should present evidence showing their ability to undertake the advanced courses, and recommendations as to character.

## RECESS READINGS FOR FILIPINO TEACHERS

### "OLD CRUSTY"—THE SPIDER

BY EDGAR M. LEDYARD

[This is the first of a series of Nature Stories by Mr. Ledyard which may be used by teachers for supplementary reading and nature study in Grade III. The next instalment will be on "Old Jocko," the monkey.—Ed.]

Just exactly what was passing through the mind of "Old Crusty" as she sat at the opening to her net I do not know, but one thing is certain, and that is that her day-dream was cut short by the sight of a great foot about to fall on the little blanket she called her home and crush it and herself into the earth.

It was too bad she could not have seen the owner of that foot coming a long way off and taken time to get well out of the way, but all her life she had been unable to see more than four or five inches, and as that was as far as her home reached from where she sat, she did not care to know what was beyond.

There was one thing, however, of which she could be proud, and that was her quick, active brain, and when it told those eight strong legs to move, they did so very quickly. On this particular day it was a good thing, as she got out of the way just as the net, supports, and grasses that held it up were carried to the ground in one ruin that could not be repaired. There was very little of the home the eight bright eyes looked at that could be used in a new dwelling, but there were no tears in her eyes, as there might have been in yours or mine, for she had been used to trouble all her life.

Her mother might have loved her had she lived to see her grown up, for she made a beautiful silken cradle for her one day late in May and carried it tenderly about until she could find a nice place to hide it on a bit of wood. To be sure that no one would get it, she put a little dirt on the cradle to make it look as nearly like the wood as possible.

Although she seemed kind to this child, the mother was not so kind to the father, as she had really killed him but a few days before she had wrapped the baby up so securely and nicely. While the mother seemed to know just how to take care of the little one, she was not so wise in caring for herself; and one wet day in July, after she had had no food for several days, she died and so "Crusty's" first sorrow was to be an orphan.

That was just the beginning. Coming out of the cradle in early spring she made one home, only to have it washed away by the rains; another was used by a bird to help to line a nest; and another was ruined by a boy carelessly walking through it. So the trouble of today was not a new one, nor one that bothered her as some little troubles do you and me, for the only thing that entered her mind was to construct another as soon as she could. Just to have a place to stay

would not have made her build one at all, but she wanted a resting place for the flies where she could get at them quickly before they saw her and flew away.

After passing one night among the grasses on the ground and waiting the next morning only until the sun dried the dew, she began her labor. When darkness came she had a new home, not so strong or so large as the old one, but still good enough for all her needs. If we had watched the builder, we should have seen long threads spun from one blade of grass to another, and then crossed in all directions by other finer ones, making a web that could not be seen when the sun was shining and everything was dry, but which could easily be seen when the dew was on it.

While "Old Crusty" had been busy down on the ground, a beautiful creature with gauzy wings had flitted about in the sunlight, with no thought but food for the day and shelter for the night. As both of these were easy to get, this dreamer's life was free from care, for he was bound to no place called home and never cared for any.

On this particular morning, after "Old Crusty" had completed her home, our idle friend was buzzing slowly along, looking for some dry place where he could sit until the sun should warm him a little. "Old Crusty" had been sitting very quietly near the opening in the center of her web, but on the approach of the stranger she crouched nearer the net, as if not to scare the wanderer by letting her presence be known. Was the act one of courtesy or of deception? We shall soon see.

After waiting patiently until the visitor had settled down with no idea of leaving, "Old Crusty" commenced to get a little closer; and, when as near as she thought she could safely get, sprang upon her guest. It was of no use to struggle with six slender legs and two tiny wings against those great strong arms; and if it had been, the feeling of numbness, that came over him after "Old Crusty" had bitten him would have soon ended it all. Will the destroyer rest after killing this one? If we watch her, we will find more treated in the same way, to be killed and thrown aside, and with the death of every one the murderer seems to get into a greater rage than before.

You have become interested in this story by this time, and when I tell you that you can see the same thing any morning in the summer you may perhaps like to know where to look and what to look for. You know, of course, that "Old Crusty" is a spider—the very common one that makes the cobwebs or flat spider webs that your mother is so constantly removing, and as constantly wondering what makes them reappear so soon. These webs are found in houses, and, as in the



story just told, also on the grass. When in the house the dust makes them easily seen as the dew does when they are in the grass.

"Old Crusty" was about half an inch long, with legs about an inch in length, although some of the same kind are a little larger, and some smaller than she was. Some of her family are pale yellow with gray markings, and others are reddish brown, with marks on them that are almost black. What you would call the head is large, in fact almost as large as the body, and has two stripes running lengthwise, the stripes being darker in front. Looking at the spider's abdomen from above, you would see two stripes running lengthwise, black in color, and having running through them and parallel with them two white stripes. The fourth pair of legs are longer than any others. All the legs are long and covered with gray hairs, and marked near the joints with black bands. Although there are six spinning tubes, you will probably see only two pairs and one of these, the upper pair, will be the longer. Turning the spider over, you will notice a broad black band running from the hind legs to the spinnerets, or spinning tubes. If you wish to see one spin her web, you can do so very easily by catching one and putting it into a common wide mouthed jar. Fasten a piece of mosquito netting over the top by means of a rubber band.

Spiders are great drinkers, so you will have to keep a moistened sponge or piece of paper in the jar. Occasionally, put in a few flies for food. You should place a little sand and some pieces of wood in the jar, so that you can see how she attaches and builds her web. Write exactly what you see in a note-book.

#### ABOUT BEN ADHEM

LEIGH HUNT

About Ben Adhem (may his tribe increase!)  
Awoke one night from a deep dream of peace,  
And saw, within the moonlight in his room,  
Making it rich, and like a lily in bloom,  
An angel writing in a book of gold:  
Exceeding peace had made Ben Adhem bold,  
And to the presence in the room he said,  
"What writest thou?"—The vision raised its head,  
And with a look made of all sweet accord,  
Answered, "The names of those who love the Lord."  
"And is mine one?" said Abou. "Nay, not so,"  
Replied the angel. Abou spoke more low,  
But cheerily still; and said, "I pray thee then,  
Write me as one that loves his fellow-men."  
The angel wrote and vanished. The next night,  
It came again, with a great wakening light,  
And showed the names whom love of God had blessed,  
And lo! Ben Adhem's name led all the rest.

#### SUGGESTIONS FOR NUMBER WORK.

By ANNETTE L. CROCKER.

I.

When your pupils first enter school what do you wish to teach them? "Reading," one will say, or "English" or "Arithmetic." I think all of you are right, and that what we wish at first is to teach our young pupils how to read, how to write, how to use numbers, and how to speak English. I wish to plan with you a way by which we may teach our pupils how to use numbers. I think we can do it in such a way that later they may study intelligently the text books that we shall give them.

When your pupils first enter school they are five, six, or seven years old, are they not? They know very few English words and have thought nothing at all about questions in arithmetic. We must remember all the time that these children are learning a new language and we must encourage them in every way to use this language in the expression of their thoughts. It is only as we make the use of English phrases and sentences a daily habit in all the classes that we are able to make our pupils speak the language naturally and freely.

This need of using the English language continually is very important. More important still, however, is the necessity of leading our children to think for themselves. It is one thing for you to have ideas of your own about arithmetic and to say them over and over to your class until they are able to repeat them after you. But it is quite a different thing for you to lead the child to gain those ideas by his own thinking and to encourage him to express them to you. And it is only as you lead the child to express what he can discover for himself that you really teach him. In the other way you hear only memorized recitations, and the hearer of such recitations is not truly a teacher.

We have a good verse in English which says:

"Count that day lost whose slow descending sun  
Views from thy hand no worthy action done."

For us teachers this might read:

"Count that day lost whose slow descending sun  
Views in thy class no new idea won."

What are all of these little children doing outside of school hours? They are playing, are they not? Running, jumping, swimming, playing games; continually in action. Is this not true? Now we cannot expect them to enter the school room and sit still for hours on the long benches. Activity is the first law of all life. Only dead and lifeless things are inactive, and what we wish to do in our schools is not to deaden our children's activity, but to so direct it that they shall be better able to understand the meaning of the things they see in the work about them. What we teachers have to do is so to direct and regulate the child's activity that he may learn by its aid something of the reading, writing, and arithmetic which are so important to him. If his activities

are properly directed the learning will become a sort of play to him.

Some of you may think that I mean to have the children noisy in school. In the best regulated schools the children, are always busy with hand and mind. It is only the idle child who has time for noise and mischief. And the best teacher is the one who always has something prepared for everybody to do.

You will probably have older children entering school with the younger ones. Whenever it is possible I like to make a separate class of the older ones. Because they have lived longer and are more developed than the little children, they can progress more rapidly and should be in a class of their own. But I think we should begin the work in the same way with all classes whatever their age.

#### STEP I.—COUNTING.

Now for our work. Let us begin with counting. You can not find a child in the class, can you, who does not know how to count in his native language? Therefore we will begin with the subject of counting. Then we will teach him how to count in the new language. At first count from one to five only.

**Material.**—Bring objects to school; things with which the children are all familiar, or, better still, things they can get for themselves. In every place you can get sticks of young bamboo and cut them into pieces about four inches long. Make enough pieces that each child in the class may have ten. Bring flowers, too, for use in this number work. The children enjoy pretty things as well as you do. Shells, seeds, fruits, and leaves are all good objects for this work. Use also books and pencils and balls; anything which the child may handle as he counts them.

**Method.**—Whatever objects you use, first hold them up and let the children count them as you lay them one by one on your desk. Then have each child do the counting alone. Say the new English words with him the first time, and then let him try to do it without help. Let another child try to count them in the same way; then another. Are all the children in the class watching and listening? Be sure that each child who counts speaks loud enough for all the others to hear.

You do not think, do you, that I wish the children to shout? If the class is interested and attentive, and the child who is reciting speaks in his natural tone of voice, he can be heard by everyone.

After five or six children have counted the objects from one to five as you put them on your desk, let one child come forward and hold them for another to count. Change the work also by using lines or outline pictures made on the blackboard. There should be as much variety about the work as possible. Question the children as you are making the little pictures. You can draw stools or chairs or books or boxes and have the children tell what you are making

as you draw the outlines. They should always give the words in English. Because the teacher makes pictures the children will be eager to try to make them too. Let them count the pictures and tell how many squares, or cups, or chairs, or whatever it is that they see. Make only pictures which can be drawn quickly and draw them only in outline.

**Expression.**—Be very careful about the pronunciation of the new words. The children are very quick to learn by ear and repeat the sounds they hear, and if we only teach them carefully and correctly at first they will learn to speak the English words as well as an American child. Teach every child to sound the *v* in five. If we allow a child of six to say "fi" he will keep on saying it, and some other teacher may have to work twice as hard to break him of this bad habit. We must be very, very careful not to teach them anything which they will have to "unlearn" afterwards. I have had many pupils who have studied English two or three years who still say "fi" and "twel" and "sick," and I have had to work very hard with them to make them overcome this fault. Yet I know by experience that the youngest pupils can be taught with little effort to speak these words correctly.

Let your pupils learn the new pronunciation naturally. Do not make them repeat the words over and over, but whenever a child mispronounces a word let him hear that word spoken once correctly. The little child does not know why he should say "five" rather than "fi," but all children are so quick to imitate that if you keep on saying "five" they will very soon use the correct sound. Be very sure that you always pronounce five and six and twelve correctly yourself. If some one child continues to make the same mistake in pronunciation, let some other child who speaks the work correctly speak it for him. Have you ever noticed how much more quickly children will learn sounds from other children than they will from you? Remember this and let it help your teaching in two ways. First, the child who is saying things for the others to imitate is in action, and is making himself more sure of what he has learned, and, second, the children who are listening to him are being stirred to similar action by the desire to do as well as he.

You must also be careful about the plural words. Every child can see the difference between one object and two or more objects, and so can understand the meaning of the plural form of words, and certainly every one of them is able to sound the letter *s*. So I think it is only inattention on our part that allows boys and girls to enter high school saying "book" or "pencil" when they mean "books" or "pencils." Always insist upon correct speech and do not be satisfied until all your pupils are speaking correctly. Do not try to teach them new things before they have the old things well learned.

## THE BIRTHDAY OF RIZAL.

BY AUSTIN CRAIG.

There is one day in this opening week of the new school year which should be especially dear to all Filipinos. Forty four years ago, on June 19, 1861, at Calamba in Laguna de Bay, José Rizal was born.

It is quite fitting in this week that we should think again of the splendid example of his life and renew the inspiration always to be gained from a study of his work and thought.

—————

José Rizal, whom the Spanish Government in the Philippines called a criminal and shot to death as a warning to others, under the American administration is held out to his countrymen as an ideal type of manhood. His picture appears upon the most commonly used form of the paper currency, a like distinction will be given it in the new series of postage stamps soon to appear, and the day of his death has been set apart as a holiday that the lessons of his life may not be forgotten, while a large sum of money is awaiting sufficient increase to erect in Manila a memorial which shall excel all other monuments in the Philippines by as much as the authorities believe his services exceed the efforts of any other one man for the good of the people of the Archipelago.

Of almost pure Tagalog ancestry, he was born in Calamba, on the southern shore of the Laguna de Bay, Luzon Island, on June 19, 1861. His family were in comfortable circumstances and in his boyhood he was taught by a wise and learned Filipino priest, Padre Leontio. Soon he entered the Jesuit College at Manila where he carried off all the honors. At thirteen, besides many odes, he had written a melodrama in verse which was successfully played in Manila. This play, named "Junto al Pásig", tells of children who are supposed to be saved from the snares of Satan by the Virgin of Antipolo.

At twenty, Rizal went to Madrid to study, and later to Germany, Austria, France, and England, learning the languages of each and acquainting himself with the literature and progress of these countries. All this made him realize the more how his home-land had suffered from Spanish neglect and misrule. To call attention to these abuses of government he wrote a novel, "Noli me tángere", which faithfully described the intolerable conditions in the Philippines, but of course such a book could not come into these islands then for the Spaniards would not permit any criticism of themselves and their ways. It was printed in Germany but secretly many copies got into these islands and were eagerly read by the people who recognized how true to life was his story. Now he had been away from home for five years so he returned, only to find himself in danger when he tried to get justice for his townspeople in a law suit, over land, which they were having with some powerful neighbors. Next he went to Japan, and after a

short stay crossed over to America and thence to England where he edited in Spanish, Morga's "Sucesos de las Islas Filipinas", an important work which the Spanish had neglected although an English edition had been published.

After publishing this work in Paris, Rizal returned to Spain in 1890, and through a series of pleas for the Philippines published in the "Solidaridad" a liberal journal of Barcelona and later Madrid, tried, but in vain, to secure the sympathy of Spain. Disappointed but not discouraged, he withdrew to Belgium and there wrote his second novel, "El Filibusterismo", which seeks to point out the remedies for his country's wrongs.

Then he returned to the "Solidaridad" and in a series of powerful articles prophesied the downfall of Spain in the Philippines, and, with education no longer restricted, the advancement of the people.

Again he returned to the Orient and from Hong-kong offered his services to the Philippine government toward checking the discontent which then, in 1891, had grown into a revolt in Calamba. But the Spanish governor-general broke his word, for upon Rizal's arrival he was arrested on a charge of stirring up treason and though nothing could be proved against him he was banished to Dapitan, on the island of Mindanao. Here he spent four years, beloved by the people, teaching them agriculture, treating their sick (the poor without charge), improving their schools, and visited from time to time by patients from abroad, for he was famed as an eye-doctor. During this time he prepared in English an explanation of Tagalog verbs, some think with the hope that America's growing interest in Cuban wrongs might bring, as it finally did, another government to the Philippines and one which believed in the general education of the people in its own language.

With the breaking out of the Philippine rebellion of 1896, Rizal obtained permission to go to Cuba as an army surgeon and got as far as Barcelona, in Spain, but was returned from there to Manila as a prisoner in answer to telegrams charging him with stirring up treason and rebellion. Though it was impossible that he could be guilty, he was convicted by the court-martial, or military court, before which he was tried, and sentenced to death. The day before the execution he was married, in prison, to a young Irish woman, the adopted daughter of an American who had been one of his patients while he was in Mindanao. On the morning of December 30, 1896, after receiving from a Jesuit priest the last rites of his Church, an hour before the time set lest the growing multitude of spectators should rescue him, he was marched under escort of a regiment to Bagumbayan Field, and there shot. His body was afterwards removed from where it was first buried to the Paco Cemetery where a simple white cross with the date "Dec. 30, 1896" marks his grave.

Other men have sought and are seeking to be leaders of the Filipino people but only he who cares more for

his country than for himself is worthy to be a countryman of Rizal. Wealth, position, honors for himself, none of these tempted him, but he sought enlightenment and justice for the humblest of his people and in this cause gladly gave up his life. Were he alive today his history makes it beyond doubt that he would be found a sincere supporter of the American administration in its efforts to educate and better the condition of all the people and to allow special privileges to none.

Not all the reforms which Rizal desired concerned the government, some were customs of the country and among the greatest evils of these he considered the vice of cockfighting which he pictures so truly in the following extract from "Noli me tangere".

#### AT THE COCK-PIT\*

JOSÉ RIZAL

To keep holy (1) Sunday afternoon in Spain it is the custom to attend a bullfight, in the Philippines to visit the cockpit. Cock-fights, introduced (2) into the country about a century (3) ago, are today one of the vices (4) of the people. The Chinese can more easily give up their opium-smoking than the Filipinos forego (5) this bloody sport. (6)

The poor person in the hope of getting money without working for it, risks here the little property which he already has; (7) the rich man seeks a new pleasure at the expense of whatever cash (8) his extravagant feasts (9) have left him. The training of their game cocks often is given more attention than the education of their sons.

The cockpit at San Diego, like most others was divided into three courts. In the first was taken the "as pintô," or admission fee. Of this fee, in Spanish times, the Government took a part, and its income from this source amounted to about one hundred thousand pesos a year. It is said that this license fee of vice helped to build schools, make roads, bridge rivers, and establish prizes for the encouragement of industry. (10) Blessed be vice when it produces such happy results! (11)

In the entry are girls who sell buyo, cigars, and cakes. Here are gathered many children who have been brought by their fathers or uncles, whose duty it is to introduce them to the ways of life. (12) Most of the cocks are in the second court, and here the contracts are made, amid (13) quarreling, swearing, and laughing. One man caresses his rooster, while another counts the scales on the feet of his (14) and extends its (15) wings. See this fellow (16), with rage (17) in his face and hearts

carrying by the legs his gamecock, stripped of it, feathers and dead. The bird which for months has been tended night and day, on which such great hopes were built, will sell for a peseta to make a stew. Such is the risk of gambling! The ruined man goes home to his anxious wife and ragged children. (18) He has lost both his rooster and his week's wages. (19)

Here the least intelligent discuss the sport; those least given to thought extend the wings of the gamecocks, feel their muscles, weigh, and ponder. (20) Some are finely dressed and are accompanied by the backers of their birds; others are ragged and dirty, vice stamped on their faces, but they follow anxiously the movements of the rich, for though the purse may get empty the passion for gambling remains. Here is not a face that is not animated (21) for in watching a cockfight the Filipino is not indolent, nor indifferent, nor silent; all is movement, passion.

Within this court is the pit, a circle with seats rising one above another to the roof. Here are crowded a mass of men of all ages and children, but rarely does a woman risk herself so far. Here it is that Fortune deals out joy and sorrow, hunger and happy feasts.

Within is the gobernadorcillo in company with the man but recently so cast down by the death of his brother. Toward them is coming one dressed like a sporting man, in Canton flannel shirt, woolen trousers and a Panama (jipijapa) hat. He is followed by two servants who are carrying his cocks. A combat is quickly arranged between one of these and a famous fighter belonging to the gobernadorcillo. The newsspreads and a crowd gathers round, examining, discussing, predicting betting. Some search their pockets

for their last coin while others instead give their word, promising to sell the carabao, the next crop or any other security which will enable them to share in the excitement.

The crowd now begins to leave the circle for the raised seats. Little by little the place becomes silent. Only the attendants (soltadores) are left in the ring, holding with greatest care the two game birds and looking out for wounds. The silence becomes solemn, the spectators no longer seem like men, the fight is about to begin.

\* The adaptation for children's reading has been sought by simplicity of construction, especially in avoiding ellipses and ambiguous antecedents, rather than in selecting short Anglo-Saxon words which are believed to be really more difficult than the longer ones of Latin origin to these Spanish-trained people.



JOSÉ RIZAL

From the painting by Luna.

Photo by Knight

### THE RUSSIAN WAR VESSELS IN MANILA BAY

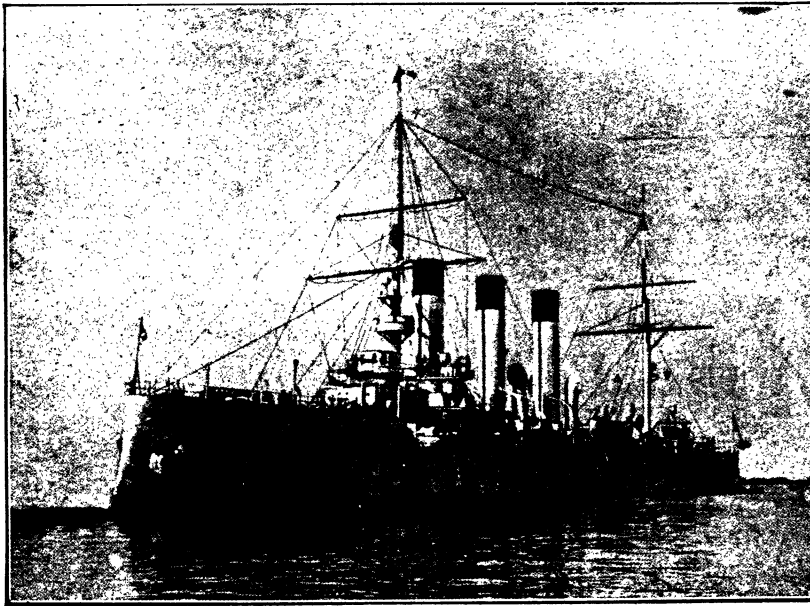
Behind the long, new breakwater at Manila three Russian war vessels lie at anchor, and there the President of the United States has ordered them to lie until the war between Russia and Japan is over and peace has been declared. They are the cruisers Aurora, Oleg, and Zemtchug. They escaped from the great battle of the Korean Straits where, on the 27th and 28th of May, the Japanese under Admiral Togo defeated the fleet of Rodjestvensky. Very many of the fifty vessels which had left the Baltic sea eight months before were sunk or captured by the Japanese. The Russian admiral himself was taken prisoner. The month of May has witnessed two great naval battles in this part of the world, for you will remember that May, 1898, Admiral Dewey sunk the Spanish fleet near Cavite.

The Aurora, the Oleg, and the Zemtchug were the fastest of the Russian fleet. After fighting all day in the Straits, by night they fled into the open sea. Admiral Enquist is in command of this division of the fleet. He decided that it would be safer to come to the Philippines than try to make any port on the coast of Asia. So they made their way southward slowly, for there were many holes near the water line and the men had to work at the pumps all the time to keep the vessels afloat. If a storm had come up they might have sunk long before reaching a safe harbor.

Nearly a week later they came into Sual Bay in Pangasinan. An officer came ashore to find a telegraph office. The presidente of Sual reported to Manila that this officer spoke French, but that he knew the ships were not French because they did not fly the French flag. On the afternoon of the third of June our own fleet under Admiral Train was cruising along the Zambales coast, practicing with their guns, when they sighted these three ships creeping slowly along close to shore. It was afterwards learned that when the Russians first sighted the American fleet they thought it might be Japanese, and they resolved to run their vessels on the shore rather than let them fall into the hands of the enemy.

You may be sure that there was great excitement in Manila when it was learned that the Russian

war vessels were in the harbor. If you had been on the beach in Manila early in the morning on the fourth of June, as I was, you could have seen, lying far out beyond the other ships in the harbor, three great black vessels, their white smoke-funnels showing plainly through the mist. And you would have felt a thrill of excitement at the thought that at last the war might be close at hand; that those might be Russian battleships fleeing from the Japanese. You would have wondered whether there might not be Japanese cruisers lying back there in the mist, or off Corregidor Island, awaiting the first chance to attack these three wounded vessels. As the sun came out more brightly and the mist disappeared I could see plainly that these were battleships. In their black war paint they looked most formidable. They were too far away for the holes in their sides to be seen.



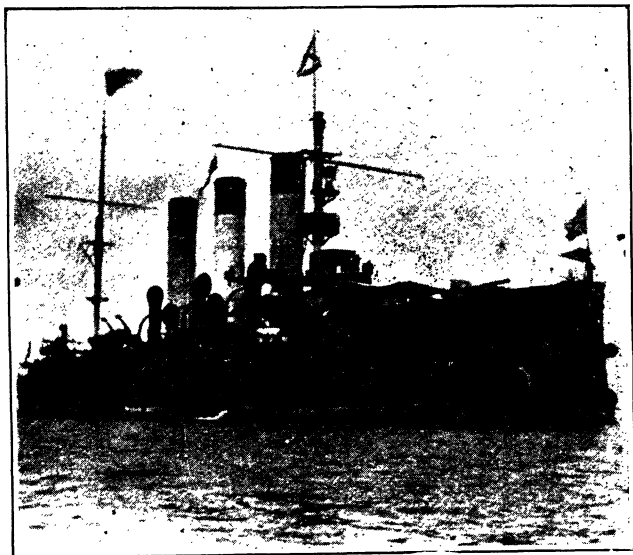
THE AURORA WHEN SHE LEFT THE BALTIC SEA.

I went out for a swim, and tried to persuade the boatman of a passing banca to take me to the ships but he said he was afraid. But later in the morning we went out to visit the ships, as I hope you may have a chance to do.

First our launch came to the Oleg on her starboard side. She was covered with rust and dirt. Everywhere we could see the marks of the terrible punishment she had received. Japanese shell seem-

ed to have broken through her iron sides almost as a rock might break through a pane of glass. One shot had struck directly over the opening for one of her smaller guns. The shell had exploded in the gun room and killed the entire crew. Another had struck near the forward engines, and, had it not struck a rib of the ship, the Oleg would now be at the bottom of the sea or in the hands of the Japanese. The upper works of the ship had been simply riddled. About forty men had been killed and as many more lay wounded in the hospital. The men crowded to the sides and gazed at us. They were all very dirty and some of them were bloody too. One poor fellow with the calf of his leg shot away sat by the rail trying to dress his wound with an old shirt. All seemed dejected and listless and no one was making any attempt to clean up the terribly dirty decks. A priest was talking to a group of the men. They were crossing themselves, kissing his hand, weeping, and saying their prayers.

And so it was with the other ships. The graceful Aurora, the flagship, and the low and narrow Zemtchug, were not so badly injured as the Oleg, but they seemed equally dirty and desolate, like ships which had lost all hope and ambition. Afterwards we



*Photo by Photo Supply Co.*

THE AURORA AFTER THE BATTLE.

talked with some of the officers from the Aurora. They said they could tell but little of their sensations during the battle. They were too busy to think. They seemed to be in the midst of flame all the time. The water around the ship seemed to boil from the terrible rain of shots. They were made very sick by the black and nauseous gases which came from the bursting shells. They had seen several of their finest battleships go to the bottom with all on board, struck, as they believed, by torpedoes. The battle was begun by the Japanese torpedo boats. The Russians were advancing in three long lines with the transports and colliers forming the central line. Suddenly the torpedo boats appeared and began to circle about the whole fleet, firing as they went. The Russians began to return their fire. Then very quickly the little torpedo boats changed their course and came racing down between the lines of Russian ships. The Russians were not ready to fire from the inward side of their ships, and the Japanese torpedoes sank many vessels before they had passed out unharmed from the other end of the lines.

We went out again late in the afternoon. Just at sunset the Russian flag came fluttering down on all the ships. A few months before that flag had stood for such huge, unmeasured power that all the nations had some awe of it. And now the flag itself seemed to droop in shame. The grimy, stolid sentry, outlined against the sky on the low afterdeck of the Zemtchug, seemed like some last soldier looking over a lost battlefield.

The next day and the day after there was great

interest in Manila about what the Russians might do. Since the United States is neutral in this war, they would be compelled either to leave very soon or else agree to remain in port until the war is over. But it would take many days to put them into seaworthy condition. Soon there came a message from Washington saying that they could not be allowed to remain to make the necessary repairs. The Russian admiral at once decided to remain until the war is over. So his ships are said to be "interned" in Manila Bay and it is the duty of our fleet to see that they do not slip away. The splendid battleship Ohio lies near them, and there is no chance that they will make any effort to escape even if ready to put to sea.

You should get out your geography and find the Korean Straits. The battle was fought soon after the Russian ships entered the Straits on their way to Vladivostock. Find Vladivostock. Then look up the Baltic Sea, and you can tell what a long voyage these ships had to take before giving battle.

For nearly a year and a half you have heard nearly every day of the progress of this great war which now seems so near its end. The Japanese have been everywhere successful. Their victories have surprised us all, for even their staunchest friends would not have predicted such success for them. In Manchuria and at the siege of Port Arthur they lost thousands of men, but they never failed to accomplish the end at which they aimed. In the beginning, the Russians



*Photo by Squires and Bingham.*

THE ZEMTCHUG, SEEN THROUGH A HOLE IN THE OLEG.

despised them and believed them to be a far inferior foe. But they were prepared at every point. Perhaps this is the greatest lesson of the war—the lesson of careful preparation. The Japanese were ready. They were not boasters. They had a tremendous work to do and they did it as carefully and patiently as possible, never neglecting the slightest precaution through belief in their own superiority. They were not afraid of hard work, and, after all, it is hard work which wins, and the failure to do it before the fight, which loses.

J. G. C.

## THE MOTHER PAPAYA

A GARDEN LESSON FOR CHILDREN

By EURETTA M. HOYLES.

## I

Come, Felicidad, Dolores, Pedro, and all the other girls and boys, let us take some walks in the garden. Many beautiful things are there for us to see if we open our eyes. Let us learn about them and tell what we can in English. So we will walk and talk together. You shall tell me about the trees and flowers, the birds and insects, and I will tell you some things, too. Then you can write a little composition about each subject of which we have talked.

Here is a tree with a slender trunk and a great bunch of leaves at the top. Do you know its name? Yes, it is the papaya. I can see the roots partly above ground. They go far down where there is water. Then they send the water up through the tall trunk to the leaves.

Way up at the top the leaves spread out like hands. Let us measure one. The leaf-stem is a yard long. The edge of this big leaf looks like a green ruffle. The leaves grow all around the stem. How many leaves do you see?

Way up in the leaves I see something white. What is it? Yes, those are the flowers. Here are some that have fallen. Let us look at them. I find two kinds of papaya flowers. One is from the man papaya tree. The other is from the woman papaya tree. Which kind makes good fruit?

These white leaves of the flower are petals. Inside, in the man papaya, are some slender stalks. They are stamens. They look like threads. This stalk in the middle of the woman papaya is the pistil. It makes the fruit.

There hangs the papaya fruit. I can count thirty. Some are green, but the ripe ones are yellow. Some are tucked in among the leaves, all down the trunk. They are the tree's children. I think the papaya should be called the grand-mother tree. She has so many children, big and little, she has to hang them on the walls and tuck them into all her leaf-beds.

Did you ever hear of the "Old Woman Who Lived In A Shoe?" She had so many children she didn't know what to do. They peeped out of the toe, the sides, the heel, and between the shoe-strings. That is just the way with the papaya tree. Shall we not say mother or grand-mother tree?

Now, let us open the fruit. It is yellow inside. We will take out all the round, soft, black seeds. They taste like pepper. But now, with a spoon, we eat the sweet, juicy fruit. We like it and are glad it grows all the year.

STORY OF THE PAPAYA-TREE.—Once there were some little Filipino children. They lived in nice nipa homes and liked to play *sintak* in the garden. But sometimes they wished they might find some new place in which to play.

In the farthest corner of the garden stood a papaya tree. "O, let us climb this tall tree," said Pedro. "Come on," said Dolores. Up they went, and the kind tree stretched down a hand to help them. More and more children came. But the tree tucked them all away, some under the leaves in soft little beds, others in swinging hammocks under the leaves.

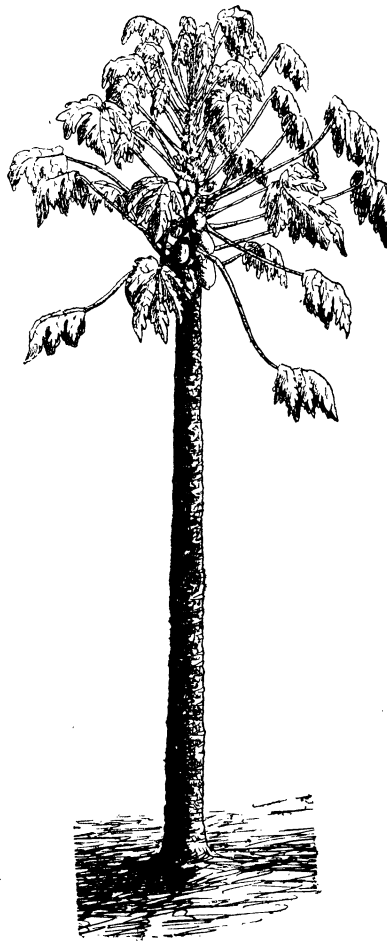
There they visited many weeks. They ate, slept, and played all day. The mother tree saw one day they were getting as yellow as sunshine. Then she kissed them and let them slip down to the ground again. There tatay and nanay found them once more. They had looked everywhere for their children. But they did not think of the papaya tree, for the tree had made the children smaller while they lived with her. But it was a very pleasant visit which the children made up to the green papaya tree. Would you like to make a visit in a tree-top?

## SONG OF THE PAPAYA TREE.

(While the children at the seats sing, a tall girl stands before them and spreads out her arms. She is the papaya tree. Five or six tiny children cling to her waist. They are the fruit. Those at the seats also spread their arms at the words, *Mother Papaya*, of the chorus.)

Just like the old woman who lived  
in her shoe,

Dear Mother Papaya has plenty to do.  
Her many dear children cling close to her side,  
And never once try from their mother to hide.  
Mother Papaya, O Mother Papaya!  
She cares for her children and never complains,  
But shelters them all from the wind and the rains.  
She smiles on her children and says: "Hold on tight,  
Cling close to your mother with all of your might."  
Mother Papaya, O Mother Papaya!  
For when they are full-grown and juicy and thick,  
All yellow and ripened and ready to pick,  
Dear Mother Papaya knows well some fine day,  
The gardener will come there and take them away.  
Mother Papaya, O Mother Papaya!



THE MOTHER PAPAYA.



## MUSIC FOR "MOTHER PAPAYA"

AN OUTLINE FOR "METHODS" USED IN  
OCCIDENTAL NEGROS

Teachers are hereby instructed to devote a part of the time of the teachers' class during the coming school year to the teaching of methods. This work should be done systematically. The enclosed outline may assist many teachers to teach this important subject advantageously. Care should be taken to make the work practical and to see that the municipal teachers actually use the ideas and methods developed in the class.

CHAS. E. PUTNAM,  
*Division Superintendent of Schools.*

## METHODS.

## THE IDEAL SCHOOL.

Pupils busy.  
Pupils happy.  
Pupils orderly.  
Pupils and teacher prompt in all things.

## CLEANLINESS.

Floor.  
Pupils.  
Teacher's desk.  
Pupil's desk.  
Proper ventilation and light.

## REQUISITES OF THE IDEAL TEACHER.

Proper knowledge of subject matter.  
He should prepare lessons carefully.  
He should be willing to work.  
He should be interested in his work.  
He should know his pupil's name.  
He should know a little of his home.  
He should be a friend of his pupil.  
He should have a pleasant manner.  
He should be careful about his appearance.  
He should have a good character.  
He should remember that he is training children to become useful men and women.

## RECITATION.

## OBJECT.

To teach children how to learn.  
To arouse a desire to know more.  
To compare children's work.  
To learn the progress being made.

## PLAN.

Review to connect the previous day's work with today's and fix it in pupil's mind.

Question to discover whether pupils have studied assigned lesson and to correct anything learned wrong.

Tell some interesting facts outside the book.

Assign new lesson carefully.

## METHODS IN ENGLISH.

## OBJECT WORK.

Build sentences using words learned.

Write sentences on the board omitting one or two words from each.

Require pupils to copy sentences and put in the words omitted.

Change statements to questions.

## PICTURE WORK.

Teacher must by question lead the pupil to see first the central figure in the picture and then tell about the others in their proper relation to the central object.

Such work as "I see a boy," "I see a girl," "I see a table," useless.

After the oral work, have the pupils write a description.

## CONVERSATION LESSONS.

Let the teacher perform some action and call on pupils to tell what she did.

## DRILL WITH VERBS.

What do I do?	You write.
What am I doing?	You are writing.
What did you do yesterday?	I wrote.
What was I doing yesterday?	You were writing.
What shall I do tomorrow?	You will write.
What shall I be doing tomorrow?	You will be writing.

## STUDY OF SOME SELECTION.

- 1.—Teacher read it aloud and explain new words, etc.
- 2.—Have pupils study it and learn pronunciation, spelling, and the meaning of new words.
- 3.—Have pupils read it in class and ask questions on the part read.
- 4.—Write each object named in the paragraph on the board and require pupils, with these as guides, to tell the paragraph in his own words.
- 5.—Write it in their own words.

## SPELLING.

Spelling should be both oral and written.

## WRITTEN SPELLING.

- 1.—Assign lesson from book pupil is using and select not the longest but the most useful words.
- 2.—Before pronouncing each word give its number as, "first word, church; second word, school," etc.
- 3.—Do not repeat a word or allow a question to be asked.
- 4.—When all the words have been pronounced, allow pupils to raise hands and ask for words not understood.
- 5.—Collect papers and correct them yourself or have pupils exchange papers and correct them. If the latter, collect them yourself and look them over to see if they are corrected properly.
- 6.—Require pupils to define words and use them in sentences.

MRS. BLANCHE R. MOORE.



## A PLEA FOR FILIPINO GIRLS.

BY ANNA E. HAHN.

It has been said that the degree of advancement and civilization of a country is shown by the condition of its women. The men of a country may sometimes be more enlightened than their country as a whole, but a country is never much in advance of its women. The truth of these statements may be seen in the Philippines today.

Under the Spanish regime Filipino men and boys had far more advantages than had the women and girls. Americans have found the men and boys more desirable for all kinds of work than the women and girls. American women in the Philippines forget the terms housemaid, servant-girl, and nurse. Here all these functions are performed by the muchachos in the great majority of cases. Men and boys do the cooking, cleaning, make the beds, take care of the children, and do the hundred and one personal and household services which are done in America almost exclusively by women and girls.

What is true of the lower branches of labor is equally true of the higher. Offices of every description in the Philippines today are crowded with Filipino men and boy clerks, type-writers, and the like. But does one ever see a native woman or girl filling these places that in America are so largely filled by women? The men and boys crowd Filipino women out of all kinds of indoor paid employment. My plea is that Filipino girls may be trained to fill these places to excellent advantage and that such a change would be in every way beneficial, not to themselves alone, but to the men and boys who would temporarily suffer from such competition. In this way alone can the great majority of Filipino women become self-supporting, broad-minded, happy, and useful, able to do their share in making the world brighter and better, and life more worth the living.

Americans have opened many doors of opportunity for Filipino boys, but thus far, with the exception of those fitted for teachers, the girls have had little more chance for personal betterment than they had under the Spaniards. Some have become teachers, but the only other way they have of earning their own living is by keeping little tiendas, or by doing hard out-of-door work that should be done by men and boys.

"Why do you marry so young?" I asked a fourteen-year old school girl who told me of her approaching wedding. "O Maestra," she replied with tears, "it is not I but my father who wishes it. He makes me marry now because he is tired of keeping me and I have no way of earning my own living."

Herein lies the secret of the pitifully early marriages of many Filipino girls who become wives and mothers in their early teens and are doomed to squalor and unpaid drudgery ever after. They grow old before their time, lose pride and ambition, and little won-

der it is that they find solace in tobacco, betel-nut, and cards. How greatly this condition might be improved were Filipino girls given a chance to earn their own living by doing suitable and reasonably paid work. Nor is there any reason to be found against such argument in their abilities. Throughout the Islands it has been found in the schools that the boys have little if any advantage over their sisters in the way of natural endowment and energy.

That the country is not being developed is the cry now raised against the Philippines. So long as the dignity of labor is not recognized by Filipino men, so long as they abhor manual and out-of-door work, and seek first positions as teachers and clerks, just so long will the country remain undeveloped and agriculture languish. Perhaps the only way to get the men and boys away from overcrowded desks, counters, and typewriters and out of doors where their labor is so much needed is to let their own women crowd them out. It is for the good of the country as well as for the girls themselves that they be taught to compete with men in all kinds of indoor employment. It is for the good of the country that the boys be trained preferably in out-door work, in agriculture, in machine work, in building. If half the boys in the Islands were trained in these occupations the country would not long remain undeveloped.

My plea is for special training classes for Filipino girls; classes in which they may learn not the domestic arts alone, but desk and office work as well, all sorts of womanly indoor work; classes in which they may learn not only *to know* things but *to do* things as well, things by which, if necessary, they can earn their own living, and better themselves, their homes, and their country. Only plain, practical, conscientious work will accomplish what needs to be done for Filipino women and girls.

## RUTH HOUSE DANIEL

Mrs. J. Frank Daniel of the Bureau of Education died at the Civil Hospital in Manila on the night of June 2. Funeral services were held the following Monday and Mr. Daniel, accompanying the body of his wife, sailed for America on the transport Sherman.

Mrs. Daniel was appointed to the service in 1902, directly after her graduation from the University of Oklahoma. Her first station was in Negros, but for the last two years she has been at Cebú, Mr. Daniel having been the Acting Division Superintendent since last March.

The death of Mrs. Daniel has been a great shock to the community at Cebú and to the Bureau at large. Her admirable record as a teacher and as a beloved member of her community makes her loss felt with peculiar strength.

The sympathy of every teacher goes out to Mr. Daniel in his affliction.

### RESULTS IN THE MARCH EXAMINATIONS FOR GOVERNMENT SCHOLARSHIPS.

Of the several hundred candidates who took the government scholarship examinations in March, forty-seven secured a grade of seventy five or over in each subject.

This rating is required by Act 854 to place a student on the eligible list, but a rigid physical examination must also be passed. Of the forty seven who successfully passed the examination a number are under the age limit of sixteen.

Forty students are to be sent by the government this year, and the application of the age limit and the physical examination will probably reduce the following list at least by seven.

NAME.	PROVINCE.	AVERAGE.
Martinez, Lorenzo	Albay	84.62
Tuazon, Pedro	Bataan	85
Reyes, Carmelo	Batangas	88
Villanueva, Vicente	Batangas	88.37
Arguelles, Angel	Batangas	89.37
Alas, Antonio de las	Batangas	83.25
Luansing, Alejandro	Batangas	87.25
Veloso, Merced	Bulacan	85.12
Salamanca, Olivia	Cavite	92.37
Toledo, Antonio	Cavite	86.12
Topacio, Teodulo	Cavite	85.37
Osmefio, Mariano	Cebu	90.37
Albarro, Juan R.	Ilocos Norte	87.62
Piedad, Juan	Ilocos Norte	84.62
Tolentino, Mariano	Ilocos Sur	95.06
Garcia, Rufino	Ilocos Sur	89.87
Feronda, Manuel D.	Ilocos Sur	80
Burgos, Juan	Ilocos Sur	87.56
Lazo, Mauricio	Ilocos Sur	88.25
Pendon, Claro	Iloilo	82.75
Sindico, Pedro	Iloilo	83.25
Alcazar, Adriano	Iloilo	90
Gison, Ambrosio	Iloilo	88.62
Berritez, Francisco	Laguna	95.5
Soriano, Oscar	Laguna	89.31
Teodoro, José	Laguna	89.6
Yia, Elpidia	Laguna	94.62
Ramoso, Arnesto J.	Nueva Ecija	86.87
Bautista, Santiago	Nueva Ecija	86.25
Paz, Manuel de la	Nueva Ecija	90.12
Muñoz, Frederico J.	Manila	93.25
Oteyza, Maurice J.	Manila	89
Cruz, Adriano	Manila	84.37
Licup, Roman	Pampanga	91.87
Garcia, Juan	Pampanga	92.25
Datu, Mauro M.	Pampanga	88.25
Gutierrez, Perpetuo	Pampanga	84.5
Posadas, Patricio	Pangasinan	90
Bendaña, Simeon	Rizal	92.37
Asturias, Felisberta	Romblon	96
Asturias, Clementa	Romblon	91.37
Mayor, Pacifico	Romblon	91
Elumba, Pilar	Surigao	89
Sanchez, Processo	Tarlac	88
Obleñas, Victor	Tayabas	89.37
Osias, Camilo	Union	89.12
Diñozo, Silveria	Zambales	84.37

### DIVISION SUPERINTENDENTS

Several changes have recently been made in the school law as related to school divisions and division superintendents. By Act numbered 1337 a new school division to consist of the Province of Isabela was created making 36 school divisions in all. It was further

provided that the salaries of division superintendents should be fixed from time to time in the appropriation bills.

A number of transfers among division superintendents have likewise been made. Mr. Rodwell has been transferred from Ilocos Sur and Abra to Laguna. The intention is to assign Mr. Magee, the Division Superintendent of Union, to the province of Ilocos Sur and Abra as soon as he returns from the United States. In the meantime Mr. Atkin has been temporarily assigned to Ilocos Sur and Abra and Mr. Rosenkrans is Acting Division Superintendent of Union and Mr. Moore is acting in Zambales. Mr. J. J. Coleman, Division Superintendent of Nueva Vizcaya, has been assigned to the division of Cagayan, the intention being to assign Mr. Bard to another division upon his return from leave of absence. Mr. Wagenblass has been appointed Division Superintendent of the new Division of Isabela. Mr. G. W. Caulkins is Acting Division Superintendent of Albay and Sorsogon during Mr. Fisher's absence. Mr. Tash is Acting Superintendent in Ambos Camarines during Mr. Crone's leave. Mr. Norman G. Connor has been appointed Division Superintendent and assigned to Nueva Vizcaya and Mr. E. Edgar Corley has been appointed Division Superintendent and assigned to Oriental Negros. Mr. Briggs has been transferred from Surigao to the Division of Pampanga and Bataan.

The assignment of Division and Acting Division Superintendents as they stand June 15th is thus as follows:

Manila,	G. A. O'Reilly.
Albay and Sorsogon,	G. W. Caulkins, acting.
Ambos Camarines,	Harry A. Task, acting, vice Frank L. Crone, on leave.
	Hammond H. Buck.
Batangas,	S. T. Gibbons.
Bohol,	H. A. Bordner.
Bulacan,	J. J. Coleman, vice Bard, on leave.
Cagayan,	H. M. Wagenblass.
Isabela,	E. A. Coddington.
Capiz,	S. A. Campbell.
Cavite,	John V. Barrow, acting.
Cebu,	Guy Van Schaick.
Ilocos Norte,	Otho Atkin, temporarily assigned, vice Rodwel, transferred.
Ilocos Sur and Abra,	J. A. Gammill.
	W. W. Rodwell.
Iloilo and Antique,	W. R. Rosenkrans, acting.
Laguna,	J. L. Fiske.
La Unión,	C. H. Hanlin.
Leyte,	H. S. Townsend.
Masbate,	E. J. Albertson, acting.
Samar,	T. W. Thomson.
Misamis,	N. G. Conner, vice Coleman, transferred.
Nueva Ecija,	C. E. Putnam.
Nueva Vizcaya,	G. Edgar Corley.
Occidental Negros,	G. N. Briggs.
Oriental Negros,	E. G. Turner.
Pampanga and Bataan,	B. G. Bleasdale.
Pangasinan,	G. E. Walk.
Rizal,	Carl M. Moore, acting.
Romblon,	W. A. Wedgworth.
Surigao,	R. H. Wardall, acting.
Tarlac,	Blaine F. Moore, acting.
Tayabas,	R. S. Offley, Governor.
Zambales,	Wm. J. Pack, Governor.
Mindoro,	W. A. Reed, Governor.
Benguet,	E. Y. Miller, Governor.
Lepanto-Bontoc,	N. M. Saleeby.
Paragua,	
Moro Province,	

# THE PHILIPPINE TEACHER

## A Periodical for Philippine Progress

EDITED UNDER THE SUPERVISION OF THE GENERAL  
SUPERINTENDENT OF EDUCATION

Published at the McCullough Building, Plaza Goiti, Manila, P. I., each  
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*Address all communications to John G. Coulter,  
Editor of "The Philippine Teacher," Box 971,  
Manila, P. I.*

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VOL. II. JUNE, 1905 NO. I.

In view of the fact that the long vacation has interfered with the sending in of subscriptions, the special rate of two pesos has been extended to July 15. We have reason to believe that nearly all the teachers will be on the subscription books by that time. The paper is to be edited this year primarily for the benefit of Filipino teachers. This issue may be taken as a fair example of what is to follow. Each number will contain material which will be almost essential to the best performance of a primary teacher's work.

In the absence of the editor in the United States, Mr. S. A. Campbell will assume editorial charge of THE PHILIPPINE TEACHER. Mr. Campbell is entitled to an extended leave from his official duties as Division Superintendent of Cavite Province and will put in this time at the editorial desk. Communications may be addressed either to Mr. Campbell or to the editor.

### THE RETURN FROM VACATION

"He comes back full of eagerness and courage and with new ideas for making his service more effective." In another column that is said of the supervising teacher returning to his work; an ideal, which, we venture to hope, has been very generally realized in the case of the long vacation just ended.

Our strongest wishes for success go out to the supervising teacher as he begins his big work of the year. Just now, at least, he is the backbone of the

system. The success of the whole work will be measured by his fidelity, his good sense, and his enduring enthusiasm; and it will take a lot of that to get him cheerfully through the mud which will stick to him for the next few months.

But he will get through right enough, and have a grin left when he comes to a dry place. The average supervising teacher, as we know him, is not afraid of mud. He is a chap who can see something on the other side of the dull and dingy days of a rainy season, and works with the faith that is in him for results that are coming. He knows that just this patient, isolated work "in the bosque" is for him big with opportunity; big with that kind of trial and responsibility that it takes a man to meet. He is keen to put himself to the test. His district is his own, to make or to mar. It is a gift of responsibility beyond price.

We have heard a good deal of the young men who are "managing India." "Come over and see one of our youngsters of thirty running a district of 30,000 people quite by himself; that's the best we can show you." This was the invitation of a civil official of India. We venture to question whether we need go further than the American school teacher in the Philippines to find the same fine service. The young man who is a schoolmaster of one of our districts today may well be keen about his work. He is in the midst of rare opportunity. He is in at the making of things. The effects of his work must multiply manifold as time passes. Today he is in the hardest training school of the service, but it is the school which will furnish leaders for to-morrow. May the vacation indeed have filled him with new eagerness and courage!

### THE PORTO RICO SCHOOL RECORD.

We are all interested in school news from other lands, but especially in news from Porto Rico and Cuba, where the work is somewhat similar to our own. The *Porto Rico School Record* is very welcome. It is an attractive monthly publication. The first number made its appearance in January of this year, and it is consequently the junior of THE PHILIPPINE TEACHER by one month. About half the contents are in Spanish. There is a Spanish editor and an English editor.

It is evident that the Porto Rican teachers take a lively interest in their paper. Each number contains several contributions from the teaching force; a point which we hope our own teachers will imitate to an increasing extent in the coming year. Three pages are devoted to a department dealing with industrial education. It is evident that the need for such work in the educational system has been found to be as imperative in Porto Rico as in the Philippine Islands.

A common criticism of our own system is that "more attention should be given to industrial education and not so much to the higher branches." It is needless, perhaps, to remark that such criticism comes almost altogether from those who are not familiar with the work of the

schools. Few, perhaps, outside the Bureau, realize that industrial training is being introduced just as rapidly as circumstances permit, and that, far from neglecting such work in favor of the "higher branches," every effort is being made to relate the work in the schools just as closely and helpfully as possible to the immediate industrial needs of the people. It is evident that a similar aim obtains in Porto Rico.

It is of interest to note in the *Porto Rico School Record* the advertisements of a number of American universities. There are no government scholarships in Porto Rico, but in the summer of 1904 an eight weeks' trip of 540 teachers was made to the United States. Transportation was furnished on an army transport and free tuition was provided at the summer schools of Harvard and Cornell universities.

### LOWER ENROLMENT AND HIGHER ATTENDANCE

SCHOOL ATTENDANCE.

*Circular No. 50.*

#### TO DIVISION SUPERINTENDENTS:

The consolidated school report for the year 1904-05 shows that there were in the day schools in the Christian Provinces a total enrolment of 501,863, or over a half million pupils taken into school during the year. Yet when we compare this large number with the attendance in any one month, or with the average attendance during the school year, the result is far from satisfactory. The average daily attendance for the entire year in these same schools which report a total enrolment of over a half a million was 285,600, or an average of but 56 %. This coming year we want pupils who will enter school in the month of June and stay in school throughout the year. We want a lower enrolment and a much higher percentage of daily attendance. Our ideal number, as elsewhere stated, is about one-eighteenth of the total population of any province and this should be the number in average daily attendance in that province. To attain and maintain this result should be the forefront plan of every division superintendent for this year.

There should be encouragement to every teacher in this significant circular. "Lower enrolment and higher daily attendance" is to be the motto for the year's work. The schools have reached the point at which quality must be considered before quantity, and the supervising teacher can well afford to care less for his totals and more for his proportion of attendance.

This means an important turning point in the work of the Bureau. It has been frankly stated that the government cannot afford to provide school facilities for more than one-third of the children of school age at one time. That one-third is 400,000. Until the enrolment had reached that number the primary effort was, properly enough, to gather pupils into the schools up to the numerical basis of the school organization. But all expectations in that direction have been exceeded. The increase has been 100 per cent in a year and the half-million point has been passed at a bound.

And now it is time for the weeding out process. If only one-third of the children can be accommodated in the schools at one time, we want the best third first. It will be a satisfaction to many a hard working teacher, interested more in the depth than in the superficial area of his work, to remember that there is an overgrowth of one hundred thousand to be carefully pruned away.

## THE FILIPINO TEACHER.

### PROVISIONAL REGULATIONS GOVERNING HIS SERVICE

The school law provides that each division superintendent shall, subject to rules prescribed by the General Superintendent, appoint the native school teachers and fix their salaries from year to year. The following paper was prepared by the General Superintendent as a bulletin and embodies regulations which are provisionally in force, but on which it is desired to receive the comment of the division superintendents.

The number of Filipino teachers has markedly increased during the last school year. Reports show that for the month of March there were 4,212 municipal Filipino teachers receiving pay out of municipal funds. This is a much higher number than has ever before been employed. As late as July last year the number of Filipino teachers was only 2,700. This increase not only indicates growth, better organization, and the opening of many new schools, but also a general improvement in the condition of school funds. As has been previously set forth in numerous writings and discussions of this office the average attendance in the primary schools should be in the neighborhood of 400,000 in order to accomplish the ideal of universal primary instruction. The consolidated school reports show that there was a total enrolment for the past year of 501,000, exclusive of night schools. Thus the actual enrollment exceeds by over 100,000 the number of children to whom we are aiming to give instruction. The average attendance, however, which is the figure on which we should base our conclusions, was very greatly below this, as was also the enrollment for any one month. In October, when the highest monthly enrollment was reached, there were 362,000 children in the schools. In the month of March, when schools closed, there were 342,000. The aim of all division superintendents and teachers during the next school year should be to secure an enrollment for each district of each division that should amount to approximately one-eighteenth of the population of the district; divide the total population of the district by eighteen and we have the number who should be in constant attendance upon our primary schools. It should be pointed out that in many school divisions this number has been very considerably exceeded and in most such cases it is believed that a loss in character of instruction and the efficiency of the school work ensued. It has not been felt proper to check this excessive attendance for the reason that in every case, so far as is known, it has been a manifestation of popular eagerness to secure education and of popular support of schools. It should be obvious, however, that more than the above stipulated number can not be properly instructed with the present equipment and force of Filipino teachers. For this reason for the coming year of 1905-6 superintendents should endeavor to limit the attendance to a number allowing not more than sixty pupils to each Filipino teacher. If necessary, admission to a school can be placed somewhat at a premium. It is believed that the best way of reducing this attendance where it has become too great is to raise the age of admission to the schools. In many places children between the ages of five and six have been admitted to the schools. Our experience seems to teach clearly, however, that a child two or three years older than this learns much more rapidly and retains a great deal more. It is suggested to division superintendents that, except in unusual cases, the age of admission to school be placed at from seven to eight years. If desirable, children younger than this whose parents are anxious that they should receive some instruction may be gathered together for an hour or so a day outside of the regular school session and given

instruction in English conversation, chart work, games, easy number work, et cetera, but such children should not be carried on the regular rolls nor should books and supplies be issued to them. Our purpose for next year then should be to have in our primary schools a number of children of from seven to eight years of age equal to one-eighteenth of the total population, carefully graded in accordance with the prescribed course of instruction, gathered in suitable school buildings with proper equipment and school supplies and not more than sixty pupils to each Filipino teacher or apprentice teacher. Below is appended a table showing the school divisions by population, the number of children who should be in the primary schools, and the number of Filipino and apprentice teachers who should be engaged to give this instruction. The division superintendent should apply these same plans and rules to each district of his division, calculating the number of children who should be in the primary schools in each district, the number of teachers who should be giving them instruction and compare this ideal organization with the actual condition:

PROVINCE.	Population.	Desired Attendance Primary.	No. Filipino Teachers and Aspirantes needed Primary.
Manila .....	219,928	12,218	203
Albay and Sorsogon .....	359,888	19,994	333
Camarines .....	233,472	12,970	216
Batangas .....	257,715	14,137	235
Bohol .....	269,223	14,957	249
Bulacan .....	223,327	12,207	206
Cagayan .....	211,618	11,812	196
Capiz .....	225,092	12,505	208
Cavite .....	134,779	8,043	134
Cebu .....	653,727	36,318	605
Ilocos Norte .....	176,785	9,321	155
Ilocos Sur .....	211,627	11,812	196
Iloilo and Antique .....	535,175	29,732	495
Laguna .....	148,606	8,256	137
La Union .....	127,789	7,099	118
Masbate .....	43,675	2,426	40
Leyte .....	318,922	21,607	360
Samar .....	265,549	14,752	245
Misamis .....	135,473	7,526	125
Nueva Ecija .....	132,999	7,388	122
Nueva Vizcaya .....	16,026	890	14
Occ. Negros .....	303,660	16,870	281
Or. Negros .....	184,889	10,271	171
Pampanga and Bataan .....	267,822	14,879	247
Pangasinan .....	394,516	21,862	364
Rizal .....	148,502	8,250	137
Romblon .....	52,848	2,936	48
Surigao .....	99,298	5,516	91
Tarlac .....	133,513	7,417	123
Tayabas .....	201,936	11,218	186
Zambales .....	101,381	5,632	93
Mindoro .....	32,318	1,795	29
Benguet .....	917	51	1
Lepanto Bontoc .....	2,467	137	2
Paragua .....	28,852	1,603	26

#### CLASSIFICATION OF MUNICIPAL TEACHERS.

Information has never been collected showing the attainments and efficiency of municipal teachers. Division superintendents are now instructed to secure and report the following data in regard to all Filipino teachers:

Age.

Number of years of service in Spanish schools, if any.

Number of years of service under American Government.

Diploma, if any, from either Spanish or American educational institutions.

Each teacher should, moreover, be graded in accordance with the following provisional plan:

Under attainments the following nomenclature should be used:—

A. Those who can not fulfill the requirements of the primary course of instruction.

B. Those who can fulfill the requirements of the primary course of instruction, but whose education comprises nothing more.

C. Those who can pass the requirements of the primary English course and an elementary course in English grammar and composition with methods of primary class instruction.

D. Requirements of C. together with Filipino teachers' Civil Service examination.

E. Requirements of C. together with knowledge of Philippine Civil Government (McGovney's and codes) and Philippine History (Knapp's or Jernegan's.)

F. Requirements of E. together with an institute instruction in hygiene (Ames), school gardening, native industries, and gymnastics. (As regards the institute courses here specified, it is known that many institute teachers have completed an elementary course in hygiene and have had some instruction in school gardening. Outlines of courses for Filipino teachers in gardening, native industries, and industrial work in primary schools based on them and in gymnastics and physical exercise are being prepared and will be furnished to division superintendents in advance of the next school institutes.)

G. Graduates of intermediate course without C. and F.

H. Graduates of intermediate course with C. and F.

I. Graduates of a teachers' training course in a secondary school.

J. Graduates of the Philippine Normal School.

Under efficiency the teacher's grade should be indicated by the following series of numbers:

1. A classroom teacher able to teach grade I and no more.

2. A classroom teacher able to teach grades I, II and III.

3. Knowledge and ability to teach grade IV.

4. Knowledge and ability to teach the entire intermediate course.

5. Knowledge and ability to organize and conduct the primary school, either municipal or barrio, independently of the supervising teacher.

### TEACHING AND CLOTHING

No teacher can afford to be untidy in dress. A prominent superintendent of education says that in judging the efficiency of a teacher he considers habit of dress one of the most important things to be noted.

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6. Knowledge and ability to organize and conduct a school district.

It is believed that the classification of Filipino teachers under such a scheme as above, provisional though it is, will greatly advance our knowledge of the actual point to which the training of the Filipino teacher has progressed and will materially assist in laying our plans for his future instruction. Just how many teachers, for example, must still be graded under the terms A. and I. is not known, but it is believed that there is still a considerable proportion of municipal teachers in every division who can not pass even the requirements of the primary course. It should be the first aim of the division superintendent to get rid of this class of teachers during the coming school year, if possible by their training and advance into class B. It would be exceedingly desirable if beginning with the school year 1906-7 a general regulation could be promulgated making the minimum requirement for a Filipino teacher the ability to pass a satisfactory examination in all three years of the primary course.

Next to the actual knowledge contained in the primary course probably the most important instruction that a Filipino teacher can receive is training in the method of imparting this knowledge and in the organization and conduct of a primary school. Excellent work has been done in a number of teachers' institutes in methods. The Filipino teachers have been carefully drilled in the way to present chart work, primary work, elementary geography work, et cetera. I believe that the approved methods which to a certain extent are in vogue in the Philippine schools are the best in the world. They have been worked out by a class of exceedingly well-trained and thoughtful American teachers. The exceedingly rapid progress which the Filipino boy or girl is able to make when his study is prosecuted under the most favorable methods of instruction is sufficient proof of the extraordinary merit of the methods used. It should be the aim of all superintendents to make these well-tested methods current in all classes. In many cases the American teacher, himself, who has not had the benefit of experience in this country or previous careful instruction in primary school methods, will need instruction on these points quite as much as the Filipino teacher.

Probably no series of texts are so much needed at the present time as some which will embody in brief compass and plain, simple language the principles upon which primary instruction, as we have tested it, should proceed. The text books in use, particularly those recently prepared, embody in a nearly satisfactory degree these methods. The constant aim of every teacher should be to impart the "content" of these primary subjects with the greatest economy of teaching force and with the greatest stimulus to the mind of the child.

Another group of subjects particularly recommended for teachers' institutes during the coming year are those of group F. Work in school gardening or in native industries are branches which we believe are particularly necessary in a plan of instruction such as ours, which aims to raise the economic and social efficiency of the population. Such instruction, however, can not be satisfactorily given except by first imparting it to the Filipino teachers. When they grasp the object and plans it will be found that they with their better knowledge of the products and native arts of the Islands will be able to do this work with better results even than the American teacher.

As stated above I hope that bulletins outlining these two courses of study will be ready for use in all teachers' institutes this coming year.

Under the revised system of reports to be sent to the General Office--Form No. 6-- there will be no space for the municipal teachers, and these will no longer be reported upon monthly, but twice each year, once at the beginning of year when municipal teachers receive their appointments and when of necessity the division superintendent must carefully examine and weigh their respective merits, and once about December which in most cases will be at the conclusion of the teachers' institutes. The division superintendents will make a report

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to the General Office upon all municipal teachers, giving them grade marks in conformity with the above plan. Apart from his classification in point of attainment and efficiency as above discussed, the Filipino teacher will be further classified, in accordance with his position in the educational profession, as follows:

1. Filipino Supervising Teachers.
2. Principals of Municipal Schools
3. Instructors in Intermediate Schools.
4. Municipal Primary Teachers.
5. Apprentice Teachers (Aspirantes).
6. Pupil Monitors.

#### FILIPINO SUPERVISING TEACHERS.

A number of Filipino teachers under insular appointment have been engaged during the past year as supervisors of districts, their duties and responsibilities being the same as American teachers when engaged in this work. They have almost uniformly given satisfaction. It is obvious that to do this work well a man must have a fair amount of training, in any case at least as much as D, must have a high standing in the community and must pre-eminently be trustworthy, faithful, and active. It is a very encouraging result that those Filipino teachers who have in the past year been trusted with this responsibility have discharged it so well. There are in the 36 Christian provinces 5,412 school districts. Of these during the coming school year about 5,480 will be supervised by American teachers, but the balance of 32 will be handled by Filipino supervising teachers. It is obvious that the compensation of such Filipino teachers as can perform these duties should be the highest paid.

#### PRINCIPALS OF MUNICIPAL SCHOOLS.

In certain cases the division superintendent may, in his discretion, designate some Filipino teacher to be principal of the schools in the center of the town, his duties to be discharged subject to the direction of the supervising teacher. In many cases such an appointment will not be necessary, but in some cases where it has been tried it has been found to considerably assist the supervising teacher in lightening his responsibility. A teacher, where so appointed, should be recognized as occupying the second place in point of advancement in the school district.

#### INSTRUCTORS IN INTERMEDIATE SCHOOLS.

The third highest place in point of advancement should probably be the teacher who is able to give instruction in the intermediate school. There are few Filipino teachers at the present time who are able to teach even grade IV. The training of the Philippine Normal School is, however, a direct preparation for teaching any one of grades IV, V, and VI, and hereafter the graduates of the Normal School will have had actual experience in teaching every study prescribed in the intermediate course. The science

teaching of the Normal School is thorough and of a high character. It is believed that every graduate of this school will be a capable instructor. At the present time all of this work has to be done by American teachers, a result which makes this branch of instruction exceedingly expensive. As our intermediate schools grow in number our only hope in properly conducting them is the training of a sufficient number of Filipino young men and young women for the positions. There is no class of Filipino teachers who, in my opinion, will be so much needed at the end of another year as a teacher able to give instruction of this nature. The young men and women studying in the United States for the teaching profession of these Islands are being advised to fit themselves directly for teaching these courses. The attainment of proficiency in these courses offers to the Filipino teacher a large and attractive field of study and preparation for some years to come.

#### MUNICIPAL PRIMARY TEACHERS.

A municipal teacher should be able to give satisfactory instruction in all three of the primary grades, should understand how to organize and conduct the primary school, how to make reports, care for, and issue, and collect property and conduct primary examinations. It is, of course, exceedingly desirable that his actual knowledge should far exceed the primary course itself. It is generally recognized that no teacher can be too highly trained for successful primary work. Municipal teachers should be encouraged and stimulated to undertake the courses of instruction to be hereafter detailed with a view to continuing their study for the long work of years. It has been frequently urged that the preparation and study of a teacher should never cease. In the case of the teaching profession in these Islands it is obvious that they can not cease for many years to come and that if the profession is to be brought to a recognized high standing the habits and enthusiasm of the student must accompany the work of a teacher through many years.

No distinction is to be recognized between the teacher who teaches in the center of a town and one who teaches in its barrios. The barrio teacher is usually called upon for the display of larger capacities and is in a more responsible position than the teacher in the central school. Division superintendents have frequently found it wise during the past year to send their best prepared Filipino teachers out into the barrios where the duties of organization and separate responsibility fall heaviest upon them. It is obvious that such teachers should not be regarded as of a lower grade than the teacher in the central school, nor should they receive a lower compensation.

#### THE APPRENTICE TEACHER, OR ASPIRANTE.

In a number of divisions during the past year considerable assistance has been derived from aspirantes, or apprentice



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teachers, serving without compensation or with a very nominal remuneration. In the Province of Pangasinan there were 50 aspirantes during last year. In the past the Bureau of Education has been of necessity compelled to accept and pay for the services of teachers who were very imperfectly prepared to give the instruction for which they received salary. A considerable portion of the day's work of these teachers has consisted of receiving training and instruction. The time appears to have now arrived for us to establish as a principle the rule that young people, who have not previously been teachers, and who are undergoing a course of instruction to fit them for the teaching service should be called upon, if necessary, for service for at least a portion of each day. Such a class of pupil-teachers is recognized in the schools of the Federated Malay States, and the code of regulations for that Government provides that such pupil-teachers must receive at least two hours' daily instruction and be at least 15 years of age. Under our own system it is probably preferable not to too closely prescribe the conditions of the service of an apprentice teacher. The principal thing is to recognize this class, to hold out to young people the promise of professional training and salaried position which it contains, and to emphasize the duty of young people receiving education from the State to render some unpaid service in return for benefits received. As previously stated, to instruct properly 400,000 primary pupils, not less than 6,000 teachers are needed. Taking municipal and insular teachers together there are at the present time about 4,500 Filipino teachers. The 1,500 additional instructors must then for the present be aspirantes. This gives us about one aspirante to three regularly appointed and paid teachers. Doubtless this proportion is somewhat large, but the gradual increase in school funds and the improvement of school work will reduce the number to one-fifth or one-sixth instead of one-fourth of the total Filipino teaching force. A special form of appointment has been prepared for the aspirante wherein he contracts for at least a year's service without compensation and which carries with it the right to enter and receive instruction in the teachers' training class conducted by the supervising teacher, to attend normal institutes and to secure all other advantages in the way of instruction and training which the Bureau may be able to afford.

#### PUPIL MONITORS.

In many schools also there has been developed a class of pupil monitors who assist in preserving order and discipline and who take charge of small sections of pupils, usually not more than twenty, and listen to their reading or oversee their chart work while the rest of the class is receiving instruction from the Filipino teacher. The use of pupil monitors has been necessary the past year in schools where the attendance in class was extraordinarily large. Usually the pupil monitor has been a child only slightly more advanced than the children whose work he, himself, directed. It has seemed to be advisable wherever pupils have been so employed to relieve them frequently and keep no student on this duty longer than thirty or forty minutes a day. Such monitors will hardly be needed where classes are not more numerous than sixty to a teacher. A class of sixty divides readily into three sections of twenty each for certain recitations and two sections of thirty each for certain others. Ordinarily one section recites while the other, or others, prepares its lessons, writes on slates or blackboards, or engages in some of the familiar industrial work based upon native industries which is being introduced into primary schools.

#### COMPENSATION OF TEACHERS.

Salaries of Insular Filipino teachers under the present appropriation vary from -P-360.00 to -P-1200.00 per annum. Only a small number are receiving at the present time as high as -P-100.00 per month. The average salary of the 288 at

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present under appointment is -P-288 per annum. As the efficiency of these teachers increases and their education becomes further advanced it is believed that an average salary of -P-600.00 per year will be a just and reasonable standard. There has been in some branches of the Government service a tendency on the part of the Filipino employee as soon as his training fitted him to do the work previously done by an American employee, to demand the same salary as was paid to the American. In some cases this has been given and Filipinos are being paid salaries of \$1,000, \$1,200 and even \$1,400 gold per year for the simple reason that these salaries were paid to Americans who formerly filled the same positions and did the same work. At first thought it might appear that this was only a just recognition of the equality, which must permeate the Civil Service. But further consideration shows conclusively how impossible a policy this is. The Americans in these Islands are paid practically double what their services would command in the United States. That is they are paid the large salaries that must always be paid the skilled employees in foreign service. That they are not paid too much is sufficiently evidenced by the fact that it has been difficult to secure first-class American employees at the salaries which have been offered. *The proper compensation for a Filipino in the Philippine Islands should certainly be not higher than that paid to an American for the same class of service in the United States.* Judged by this standard a salary of -P-600.00 per annum is a fair average salary in the teaching profession. The average salary for teachers in the United States is: men teachers, \$400, women teachers \$320. In some States it rises higher than this, but in some others it goes considerably below. Division superintendents should be at pains to explain this principle, which is to be the proper one for our guidance in filling all positions by Filipinos, in order that false expectation may not be raised in their minds, nor false misunderstanding arise that a disparity and partiality are being displayed in the compensation of the teachers of the two races. The principle upon which the Government in the Philippines is proceeding and which is eminently fair to the Filipino teachers is that as rapidly as the work done by Americans can be done by Filipinos the Americans will be dismissed and the positions filled by Filipinos. But the compensation for the Filipinos accepting office under these circumstances should not by any reason be the high compensation which must be held out to an American in order to induce him to interrupt his career in the United States to enter a service in the Philippine Islands necessarily insecure and involving sacrifices.

Salaries of municipal teachers can not be fixed for all provinces by any general regulations. They vary greatly from one province to another in accordance with the purchasing power of money in these provinces and the condition of municipal finances. Superintendents and teachers are referred for infor-

mation on this point to the Report of the General Superintendent for the last school year. From that report it will be seen that the average salary paid to a Filipino teacher is a little over -P-20.00 a month and happens to be slightly higher for the women teachers than for the men, an evidence of the high class of young women who have been attracted to the teaching service. The salaries are least in Bohol Province, where they average but -P-8.46 and highest in the city of Manila, where they average -P-72.00, high prices for living and rent, even for Filipinos in the metropolis, being the cause of the relatively high salaries paid. At the same time the average of -P-20.00 is undoubtedly too low. Unskilled labor receives in nearly every locality about 60 cents conant per day and in Government employ about -P-20 to -P-25 per mensem. The salaries of the teachers should certainly be higher than this and at least should compare favorably with that paid to skilled labor and to craftsmen. It is hoped that within a reasonable length of time the average salary may rise to at least -P-30.00 per mensem, although in some provinces where living is very cheap as large a salary as this might not necessarily be paid. As stated above the cost of living and of food, as well as the purchasing power of money varies enormously from one part of the Archipelago to another and is one of the many striking instances of that lack of development, in transportation, in markets, and in credit, which prevails in this Archipelago.

#### VACATION HOLIDAYS, ET CETERA.

Since the beginning of the employment of Filipino teachers it has been an almost generally recognized rule to engage the Filipino teacher for a year's service and to pay him an annual salary in twelve monthly payments, his pay continuing during vacation as well as during the months of duty. This is a step which, it may be noticed, almost invariably attends the remuneration of an occupation as it rises into the dignity of a profession. It is believed that this plan of employment is of sufficiently proven merit to be generally regarded. Exceptions are Filipino teachers engaged temporarily for short periods. In such cases the conditions of service and the fact that no holiday pay attaches to them should be clearly understood and acknowledged in writing by the acceptance of the engagement. Filipino teachers dismissed for improper conduct should, of course, forfeit any vacation pay current or due in the future. Ordinarily a teacher should expect no increase in salary during the current year but where appropriations for teachers' salaries are made by the municipal council in accordance with a plan of action and presupuesto elsewhere described, and so many positions are provided for at certain fixed salaries, the division superintendent may in his discretion, where a vacancy occurs, promote a teacher under contract to receive a lower compensation to the position made vacant as a recognition of special merit and worth.

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The only holidays to be enjoyed by Filipino teachers are those prescribed by the Bureau of Education for all teachers. Filipino teachers should be in attendance upon their duties for the full prescribed hours each day of all other days.

Absence from duty for any other reason than sickness should result in forfeiture of pay for the time lost. Absence by reason of illness, if the illness is properly established in the judgment of the division superintendent, may be made up by equivalent service during the vacation period. These are the general conditions attaching to absences of insular employees, the only difference being that the administration of these regulations is left entirely to division superintendents without the necessity of making report or seeking approval thereon.

In all cases where the teacher is dismissed by reason of bad conduct or inefficiency the name of the offending teacher, with dates of dismissal should be forwarded to the General Superintendent, with a brief statement of the reasons for his separation from the service. It is believed that such an action is wise, inasmuch as teachers frequently apply to the General Superintendent for reversal of action on the part of the division superintendent or to secure transfer to some other division when they have properly been dismissed from the service.

#### TRANSFER.

Correspondence for the transfer of a Filipino teacher from one division to another should, as a matter of official courtesy, be conducted only through the office of both division superintendents. No division superintendent shall solicit the transfer of a regularly appointed Filipino teacher from another division to his own except upon the consent of the other division superintendent or the general superintendent thereto. Where there are reasons, a transfer should be allowed, but in case the division superintendent is unwilling to release a teacher the matter may be referred to the General Superintendent, whose decision in the matter will be final.

#### CONDUCT OF THE FILIPINO TEACHER.

The Filipino teacher must be required to be faithful to his duty and to attendance upon the same at all prescribed times, must regularly attend the teachers' training class and the Normal Institute of the division unless excused by the division superintendent, must be obedient to all proper instructions of the division superintendent, the supervising teacher, or the principal, and by blameless life give a good example to the community and to the children among whom he labors. Dishonesty, lying, unchastity, drunkenness, use of opium or other injurious narcotics, gambling or betting at the cock-pit are proper grounds for the dismissal of a teacher. Supplementary regulations not in conflict with any of the preceding may be made by division superintendents, but in such cases it is requested that the General Superintendent be furnished with copies of the same.

#### GRADED COURSES OF INSTRUCTION.

The instruction of Filipino teachers is carried on in two ways, viz: The Teachers' Training Class conducted usually in daily sessions by the supervising teacher in each district, and the Teachers' Institute held for a term of usually four weeks during the forty weeks' school year. It is obvious that the daily instruction received by the Filipino teachers in their Teachers' Training Class must be closely co-ordinated with that received in the Normal Institute. It is suggested, however, that hereafter subjects of study be arranged in two main groups, one group to consist of subjects to be pursued in daily, or practically daily, recitations for periods of at least thirty-two weeks, and the other of short special courses of twenty lessons each to be taken up at Normal Institutes. The following suggested courses of instruction are thus classified under two headings, Courses for Teachers' Training Classes and Courses for Normal Institutes. A prerequisite to any of these courses is, it is well understood, the completion of all of the work of the primary course, grades I, II, and III. Teachers or apprentice teachers who have not thoroughly completed the specified work

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in English language, arithmetic, and elementary geography prescribed for the primary course should be held to the completion of this work before attempting any more ambitious studies. As stated above it is very desirable that teachers, including aspirantes, not possessing these requisites be eliminated from the teaching force by the end of the coming school year.

#### COURSES FOR TEACHERS' TRAINING CLASSES.

##### *Intermediate Instruction.*

- GROUP I. English Grammar and Composition. A two years' course of at least thirty-two weeks in each year, giving a good foundation in the rules governing correct English and a large amount of practice thereunder. The texts may be Allen's, English Grammar, or the "Mother Tongue," volumes 1 and 2.
2. Primary Arithmetic.  
Two years' work of at least thirty-two weeks each year. Texts: Milne's "Elements," etc.
3. Elementary Geography.  
Two years, thirty-two weeks each. Texts: Frye's, "Advanced Geography" and Roddy's "Advanced Geography."
4. Civil Government in the Philippines.  
One year, at least thirty-two weeks. Texts: McGovney's "Government," the Codes, and articles on government in "The Philippine Teacher."
5. Outlines of Philippines History.  
One year, at least thirty-two weeks. Text: Jernegan's History, to be supplemented by special courses in the Normal Institute occupying twenty lessons each. Work in the history of the economic development of the Islands; this latter to be supplied in a bulletin of the Bureau.
6. Physiology and Hygiene.  
A year's work, thirty-two weeks. Text: Blaisdell's "Our Bodies" and articles on hygiene and sanitation appearing in "The Philippine Teacher." This course is to be further supplemented by taking the special courses on hygiene in the Normal Institute, which are hereafter described.
7. Plant Studies and Elements of Agriculture.  
One year's course, at least thirty-two weeks. Texts: Ritchey's "Plant Studies" and Coulter's "Nature Study for the Philippine Islands" and Lyon's "Elementary Agriculture in the Philippines."
8. Animal Studies.  
One year, at least thirty-two weeks. Texts: Daniel's "Animal Types of Malaysia" and a series of leafletson animals of the Philippines being brought out by the Bureau of Education.

These two last courses should be supplemented by twenty-lesson courses in the normal institutes (see hereafter) where the teacher may gain familiarity with the use of the dissecting

microscope and with micro-organisms. During the longer course teachers should be encouraged to make both botanical and zoological collections which can be brought to the Normal Institute and there studied and displayed.

GROUP II. Advanced Courses in Literature and History. (These courses for which there is no present demand will be elaborated hereafter.)

GROUP III. Advanced Courses in science. (Same as above.)

#### COURSES FOR NORMAL INSTITUTES.

In the following courses, it is understood, there will be daily instruction, for at least forty minutes per day and at least five recitations per week, for the four weeks of the Normal Institute:

- GROUP I. Courses Supplementary to Intermediate Instruction.
- History of the Economic Development of the Philippines supplementary to Philippine History. Studies in the growth of population since the Spanish Conquest. The history of the spread of Civilization in the Islands. The establishment of Philippine towns. Early commercial products of the Islands. The Chinese trade. Spanish legislation regarding commerce and especial attention to the commerce of the Islands after the opening of the Archipelago to foreign trade, together with an examination of the chief staples of the Philippines at the present time and the markets open to these products.
2. Early Spanish Discoveries in America and the Indies.  
Text: Lawler's Columbus and Magellan.
3. Outline of Geography and Modern European Colonial Possessions.
4. Government in the United States.  
Text book: Putney's "American Government." This pamphlet can not be completed in twenty lessons. Instructions should proceed as far as page.... and either be completed in a subsequent teachers' institute or in the teachers' training class during the months of the year following the Normal Institute.
5. Lessons in Botany.  
Fundamental physiology, morphology, and anatomy, with use of compound microscope. Note book required.
6. Lessons in Zoology.  
Twenty lessons on low forms of life. Drawing book and microscope.
7. Epidemic Diseases in the Philippines.  
Outline of their causes, spread and control.
8. Problems of Town and Village Sanitation in the Philippines.
9. Hygiene of the Person and the Home.
10. Geography through the Stereograph.  
a. Great cities of the world. b. Industries.  
c. Physiographic agencies. d. Mountains.  
e. Races and peoples.



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**GROUP II. Methods of Teaching and School Work.**

1. Organization and conduct of the primary school.
2. School building and hygiene.
3. Methods of teaching grade I.
4. Methods of teaching in grades II and III.
5. District supervision.

**GROUP III. Agriculture, Industries and Arts.**

1. School gardens.
2. The growing of staple Philippine products.
3. Poultry breeding and raising.
4. Care of farm animals.
5. Commercial geography with a special reference to tropical products.
6. Industrial work for primary grades.
7. Elementary Technology—Textiles.  
Special study of the household spinning and weaving industries in the Philippines, including experiments with cotton, silk piña, abacá, and native wool.  
Elementary Technology—Metals. (a)  
Alloys of copper, zinc, tin and lead.  
Elementary Technology—Metals. (b)  
Iron and steel.  
Elementary Technology—Ceramics. (a)  
Experiments with native clays on a potter's wheel.  
Glass-blowing.  
Elementary Technology—Ceramics. (b)  
Pottery-decorating and firing.
8. Carpentry.  
Sloyd exercises.  
Twenty lessons in black and white brush work.  
Twenty lessons in ornamental design.  
Twenty lessons in charcoal drawing.

**GROUP IV. Professional Studies—(A) Institutions.**

1. School administration in the Philippines.
2. Public schools in the United States.
3. Colleges, universities and professional schools in the United States.
4. Educational systems of Europe. Brief outline.
5. Public school system of Japan.
6. Public instruction in British Colonies of the Far East—India and Malay States.
7. Educational situation in China.

**GROUP V. Professional Studies—(B) Principles.**

1. Development of the child's body.
2. Development of the child's mind.
3. Training of special faculties.
4. Elementary psychology.
5. Elementary anthropology.

**GROUP VI. Ethics.**

1. Principles of Christian ethics.
2. Confucianism, the ethics of China.
3. Bushido, the ethics of Japan.
4. The ethics of Mohammedanism.
5. Methods of teaching ethics in primary schools.
6. Ethical training in the intermediate and secondary schools.

The above courses for normal institutes shall be given from time to time, a selection being made by the division superintendent of certain courses from above groups for any given year. It is obvious that to present successfully in a brief space of twenty weeks the subject matter of any one of these courses will require careful preparation on the part

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#### FIRST YEAR.

**Reading.**—The Insular Primer, and (The Natural Number Primer). The Insular First Reader.

**Number Work.**—1 to 10. (The Number Primer).

**Written English.**—Copying words and sentences daily from lessons is provided in above books, and from dictation.

#### SECOND YEAR.

**Reading.**—The Insular Second Reader. (Shaw's Big People and Little People of other Lands.) (Baldwin's First Reader.)

**Arithmetic.**—(Milne's Elements, Metric Edition, to page 54.)

**Written English.**—First Lessons in English, Insular Language Series, Part I.

#### THIRD YEAR.

**Reading.**—The Insular Third Reader. (Baldwin's Second Reader.)

**Arithmetic.**—(Milne's Elements, Metric Edition.)

**Written English.**—First Lessons in English, Part II.

**Geography.**—MacClintock's The Philippines. The Philippine School Geography.

**History.**—(Baldwin's Stories of Great Americans for Little Americans.) (Baldwin's Fifty Famous Stories Retold.)

#### FOURTH YEAR.

**Reading.**—Selections of Standard English Literature.

**Arithmetic.**—(Milne's Standard Arithmetic.)

**Written English.**—English Grammar and Composition, Insular Language Series. (In preparation.)

**Geography.**—Philippine School Geography. Carpenter's (Asia) and (Australia, Our Colonies, and Other Islands of the Sea).

**History.**—Barrows's History of the Philippines. (In preparation.) (Eggleston's History of the United States.)

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of the teacher who gives the course. It is thus advisable that the program for the vacation institute should be made out early in the year and the teachers for these special courses be early designated. In some cases it may be advisable to assign the teacher for a brief space to Manila, in order to afford him an opportunity to work up the material for the course. It is the purpose of the Bureau to make of the several institutions on the Exposition Grounds an educational headquarters for the Islands. Here the teachers, both American and Filipino, will find excellent facilities for study and investigation in science, including physics, chemistry and biology, tool shops in which he can receive training for this instruction and in which he can prepare working drawings, sets of models, and a work-bench for his own use, and a laboratory where are being performed experiments in the physical development and mental growth of Filipino children. It is hoped that also within a brief time a library of reference in all the above subjects will be available. There has been established in addition a permanent school exhibit of educational material from all parts of the Islands and from some schools in the United States, which is of great and increasing value to a teacher who is willing to study the materials here displayed.

The courses outlined above contain some of the subject matter in which it is desirable that training should be given through the public schools. The aims of the Bureau of Education are not confined to a certain amount of bookish learning, but embrace the wide general purpose of broadening the mental life of the race, raising its moral standards, increasing its self-control, bettering its physique and training it in a variety of useful arts and professions which will raise alike the social plane and economic efficiency of the nation. It is manifest that to do this successfully instruction must commence with the Filipino teacher and all such efforts must proceed through him. He, it is, who must be in a certain sense a missionary of higher and better life in the communities and hamlets where he works. I believe that one of the most effective ways in which information may be popularly disseminated and new standards created is by training the Filipino teacher in the art of addressing audiences of his own people on matters pertaining to public health, good government, ethics, geography, et cetera. Filipino teachers should be encouraged to prepare such talks with the assistance of their American teacher and after the same have been approved by the division superintendent or supervising teacher, to give them in the barrios or towns where they are stationed. The Bureau will endeavor to assist in this work little by little, by supplying lanterns, stereopticons, stereographs, charts, maps, et cetera. A part of the Filipino teacher's training thus should be as a popular lecturer and speaker. Practice in this work should be commenced in the normal institutes.

## OFFICIAL CIRCULARS

No. 29, s. 1905.

MANILA, P. I., *April 25, 1905.*

### REQUIREMENTS FOR PROMOTION

Attention is invited to the provisions of circular to division superintendents No. 16, series 1905, stating that an average of 70% is required for promotion. This cannot be taken to mean that a pupil who secured such an average is necessarily advanced to a higher grade in all branches. Certificate of promotion may be granted him, but if he falls below a grade of 70% in any subject he must make up his deficiency before he can be advanced to the next higher grade in that subject. By reason of special work of American teachers a large number of instructors are available in nearly every division for assignment to special vacation duty in fitting for advancement classes of students who have fallen somewhat below the passing mark in certain branches. Many of these pupils can be fully prepared for advancement prior to the opening of the next school year and can then continue in their regular grades.

There will be forwarded from Manila supplementary examinations for the completion of the third and sixth grades, which may be offered in the first weeks of the next school year to such pupils as failed to secure passing grades in the March examinations.

It is, of course, required that all teachers doing special vacation work keep careful record of their time on Civil Service Form No. 48.

No. 31, s. 1905.

MANILA, P. I., *April 25, 1905.*

### APPEARANCE OF DISEASES AMONG SCHOOL CHILDREN

The Commissioner of Public Health requests that all teachers be instructed to notify the health authorities on the appearance of eruptive diseases among school children. It is believed that such precaution is already taken by most American teachers, but in order that the requirements may be fully met, you are hereby requested to advise all teachers, American and Filipino, to promptly notify their division superintendents of the appearance of any suspicious symptoms of illness among the children. Division superintendents will convey this information to the presidents of the provincial boards of health and in serious cases will also promptly advise the General Superintendent.

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No. 34, s. 1905.

MANILA, P. I., May 10, 1905.

## VACATION DUE INSULAR FILIPINO TEACHERS

The Attorney General decides in the case of Fausto de Guzman that an Insular Filipino teacher is entitled to vacation pay only in the ratio of 12 weeks' vacation to 40 weeks' teaching since his probational appointment was effective; and that Insular Filipino teachers who are serving under temporary appointment are not entitled to any vacation pay whatever from Insular funds. This decision is based on the provision of Executive Order of the Governor-General, dated September 1, 1904. (See Civil Service Rule XVI, 8), and affects the Insular Filipino teachers who were appointed as such after serving part of the year as municipal teachers. It is suggested, therefore, that steps be taken to secure from the municipality, at the same ratio, vacation salary for the time actually served as municipal teacher. There does not seem to be any law which would prohibit this and the question should at once be taken up with the Provincial Treasurer and his consent and that of the municipality obtained. If this does not prove feasible there would seem to be no recourse except to continue these teachers on duty during the vacation and this may be taken as authority to continue such teachers on duty during the present vacation period a sufficient length of time to entitle them to draw full pay for the vacation period. The service of each teacher should be calculated from the date of his probational appointment and the amount of vacation due him at the ratio of 40 to 12 be ascertained. To cover the difference between the vacation to which the teacher is entitled and the vacation period itself any teacher may be continued on duty in vacation at the discretion of the Division Superintendent. Filipino teachers serving under temporary appointment as Insular teachers are entitled to no vacation but in special cases to be decided.

No. 36, s. 1905.

MANILA, May 12, 1905.

## SUBMISSION OF CIRCULARS TO GENERAL OFFICE

It is desired that hereafter copies of all circulars, of any general importance issued from the offices of Division Superintendents to teachers or municipal officials, be forwarded to the General Superintendent of Education for his information.

Many of the school problems which are being worked out in each school division and in each town are common to all parts of the Archipelago. The experience of teachers and superintendents which frequently finds expression in circulars from the Division Superintendents' offices should be regularly communicated to the general office. It is intended to give careful and systematic attention to these circulars, and such suggestions or information as appear to be of general interest and value will be given publication and distribution either through special bulletins or through "The Philippine Teacher."

No. 37, s. 1905.

MANILA, P. I., May 12, 1905.

## PURCHASE OF MUNICIPAL BUILDINGS BY PROVINCES

The Province of Antique having expressed the desire to purchase for the use of the Provincial School the municipal school building of the pueblo of San José de Buena Vista erected in Spanish times, the Attorney General has rendered the following opinion, holding that the town cannot legally alienate this property:

The public square or plaza seems to have been a feature of all municipalities of all Spanish colonies. In the survey of a projected pueblo the plaza was the point of departure. In the laws of the Indies, minute directions are given to the

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The foregoing have been ordered by the Bureau of Education for use in the coming year. Very many prominent teachers have expressed their belief that these books are unexcelled. Every American teacher should submit them to the test of actual trial. Requisitions should be made now.

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discoverers and pioneers for the laying out of new towns: "It is directed that the *Plaza mayor* be at the landing place of the port, and if inland, in the center of the town, and its size proportioned to the number of inhabitants having regard to the probable increase in population. From the plaza the four principal streets shall run, one from the middle of each side," etc. 2 San Pedro, p. 504, Id. 502.

The history of the public square of San José does not appear in the papers, but for the purpose of this opinion it will be assumed to be that of the other pueblos of the Spanish colonies and to date from the establishment of the town.

By the Civil Code all public property, whether of the general government, the province or the municipality, is divided into two classes, viz., those *de uso público* and those not devoted to the use of the public. Civil Code, Arts. 338-344.

The same distinction is made by the common law in America but the first class has been there more clearly defined as property held by the government (state, county or municipal) *in trust for the people* of the respective governmental division. Meriwether vs. Garrett, 102 U. S., 513.

Sec 344 Civil Code enumerates the properties of provinces and municipalities which are *de uso público* and includes *plazas*, streets, etc.

Lands dedicated to public use as squares cannot be conveyed by a city to private parties. Hoadley vs. San Francisco, 124 U. S., 645.

It would seem, therefore, that by both the Spanish Civil Code as interpreted by Spanish jurists, and by the common law as declared by the U. S. Supreme Court, express legislation is necessary before a public plaza can be ceded by a municipality.

The legislative authority governing this case is found in Para. 9c of Section 40 of the Municipal Code, which is as follows:

"The municipal council is empowered to purchase, receive, hold, sell, lease, convey and dispose of property real and personal for the benefit of the municipality, provided that the express authorization of the provincial governor shall be necessary to alienate or constitute any lien upon any real property of the municipality."

The power to alienate real property which is given to municipalities by Section 40 (c) quoted above, is in general terms and at first glance might be thought to include *plazas*, streets, etc., held in trust for the people of the town, but in view of the great importance of this class of property to the people of the town; the ill effects which would follow the improvident alienation of the same, I am constrained to believe that the Commission did not intend by said section to authorize municipalities to alienate property such as *plazas* and streets held in trust by them for the people, but merely to permit the transfer of other classes of property in which the public has no vital interest.

It may be urged that in the present case the use to which it is proposed to devote the property is a public one and that, therefore, the public trust would be fulfilled.

The school, however, is to be for the *children of the province* and the trust is *for the people of the pueblo*.

I am, therefore, of the opinion that the conveyance cannot be legally made without the express consent of the law-making power.

(Signed) L. R. WILFLEY,  
Attorney General.

Division Superintendents in securing school sites will be guided by this opinion.

No. 38, s. 1905.

MANILA, May 16, 1905.

#### CONTROL OF MUNICIPAL SCHOOL FUNDS

It appears that the opinion of the Attorney-General relative to the control of school funds by municipal officials, which was published in Vol. II, No. 52, of the "Official Gazette," has been very generally misinterpreted. The following opinion, rendered later, is therefore quoted for the information and direction of all division superintendents and teachers:

#### OFFICE OF THE ATTORNEY-GENERAL FOR THE PHILIPPINE ISLANDS

MANILA, March 28, 1905.

Respectfully returned to the General Superintendent of Education, through the Secretary of Public Instruction. A question has arisen over the interpretation of my opinion of November 4, 1904, relative to the respective powers of the division superintendent of school and the municipal council in the making up of the annual estimate for school expenditures in January of each year. The questions answered by said former opinion were the following:

1. Must the annual estimate for salaries of municipal teachers state the name and salary of each incumbent, or may the estimate be made in a lump sum, the apportionment of salaries to be determined later by the division superintendent?

2. Must appointments to vacancies occurring during the school year be approved by the municipal council before the municipal treasurer is empowered to pay the salary to the new appointee? In reply to the first question, I stated, as my opinion, that the annual estimate of the municipal council should contain an itemized statement of the estimated expenses of school purposes during the year, including teachers, buildings, etc.; that the number of positions for teachers and the salary for each position should be enumerated; that the appointment of the teachers to these positions is made by the division superintendent and is entirely distinct from the itemized statement and should not be included therein. In reply to the second question, I stated the following:

"The division superintendent cannot increase the salary of any of the positions provided for without the consent of the provincial treasurer at the request of the municipal council. (Sec. 47 g). He may, however, in his discretion, appoint a teacher to fill one of the positions provided for at a less salary than that fixed in the estimate. The approval of the municipal council is not necessary to authorize the payment of the salary of such new appointee." In various opinions, I have heretofore stated that the expenditure of the school funds of each municipality must be under the direction of the division superintendent of schools, while the annual estimate of the municipal council should contain a statement of anticipated school expenditures for the current year; this statement should be prepared by the division superintendent of schools and the municipal council cannot question same, except when it exceeds the estimated school fund for the year, in which case the division superintendent should reduce the estimate so that it will come within the amount to be expended for school purposes during the year.

(Signed) L. R. WILFLEY,  
Attorney-General.

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No. 42, s. 1905.

MANILA, June 6, 1905.

## CALENDAR FOR SCHOOL YEAR 1905-06

## TO DIVISION SUPERINTENDENTS:—

The school year having been made uniform throughout the entire Archipelago, the following schedule of teaching and vacation periods is submitted for your instruction:

June 11, 1905	Dec. 23, 1905	First Session.....	28 weeks.
Dec. 24, 1905	Jan. 6, 1906	Xmas recess.....	2 weeks.
Jan. 7, 1906	Mar. 31, 1906	Second Session.....	12 weeks.
April 1, 1906	June 9, 1906	Summer vacation.	10 weeks.
Teaching.....			40 weeks.
Vacation.....			12 weeks.

Attention is invited to circulars Nos. 51 and 51 A, series 1904, relative to holidays to be enjoyed during the school year. Normal institutes may be held at any time which seems to be for the best interests of the particular divisions. It is desired that the inclusive dates of the proposed institutes for the division of the school year be submitted to this office for the approval of the General Superintendent.

No. 46, s. 1905

MANILA, June 8, 1905.

SUPPLEMENTARY PRIMARY AND INTERMEDIATE EXAMINATIONS  
AND REQUIREMENTS FOR PROMOTION.

The Supplementary Primary and Intermediate examinations to be held June 15th and 16th will be conducted in so far as possible in accordance with the regulations in Section 8 of the Civil Service Manual.

The division superintendents will select the places of examination and designate the persons by whom they will be conducted.

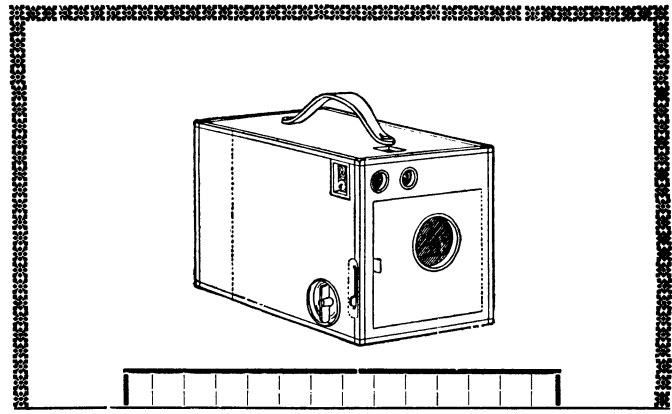
Under no circumstances will the subject matter of the test be known prior to the examination by any other than the division superintendent and one assistant. Questions covering each half day should be sealed in the office of the division superintendent and sent to the teacher who is to conduct the examination with an accompanying letter stating plainly that the questions are not to be opened except in the presence of the class assembled for examination. These instructions should also be plainly written on the outside of the envelope containing the questions. Upon the completion of the examination the papers are to be marked by the teacher or principal in charge of the examination. After he has filled out and signed certificates of eligibility for promotion he will forward papers and certificates to the division superintendent for review and signature. The pupil will be admitted to a higher course only in case his certificate receives the signature of the division superintendent,

In rating a pupil in a subject, class work will be given a weight of  $\frac{3}{10}$  and the examination paper a weight of  $\frac{7}{10}$ . If, for example, a candidate has a grade of  $89\frac{0}{100}$  in his class work in Arithmetic and  $60\frac{0}{100}$  on his examination paper, his final rating in Arithmetic will be:

$$\begin{array}{r} \frac{3}{10} \text{ of } 80\frac{0}{100} - 24\frac{0}{100} \\ \frac{7}{10} \text{ of } 60\frac{0}{100} - 42\frac{0}{100} \\ \hline 66\frac{0}{100} \end{array}$$

A fraction of more than one-half in the final rating may be counted a unit.

Certificates of promotion will be issued only to pupils securing a rating of  $70\frac{0}{100}$  in each subject of study. In the discretion of the division superintendent and the principal or



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supervising teacher, a pupil who fails to secure the required rating may continue with his former class in the subjects in which he is successful, and if it is evident that he will be able to make up his deficiencies in the other subjects he may also be continued with his class in those branches with the understanding that he shall be required later to pass the prescribed examination in order to secure a certificate for promotion.

The above method of marking may be made retroactive in its application to the March examinations, supplementary report being submitted to the general office in accordance with the provisions of Circular No. 25, series 1905.

Recommendation is requested from division superintendents as to modifications which it may be advisable to make in the above regulations governing promotions and issuance of certificates.

DAVID P. BARROWS,  
*General Superintendent.*

No. 47, s. 1905

MANILA, June 10, 1905.

APPROVAL OF ITEMS OF EXPENSE FOR SCHOOL HOUSE CONSTRUCTION.

The Attorney-General has rendered the following opinion on the question whether the Division Superintendent of Schools has the right to approve or disapprove the items of expense incident to the construction of municipal school houses:

In former opinions I have held that all expenditures from the school fund should first receive the approval of the Division Superintendent of Schools.

The further questions now arise whether the Division Superintendent, after he has approved the expenditure for school house construction, may superintend the construction and approve or disapprove the different items of expense incident thereto when the plans and specifications have not, in his judgment, been followed in toto.

Section 3 (g) of Act No. 74 provides that

"The General Superintendent, Bureau of Education, shall prescribe plans for the construction of school houses to be built by the municipalities or provinces, the amount of land required in each case, and rules of hygiene which shall be observed in connection with the schools of the archipelago."

Section 9 of said Act provides that

"The Division Superintendent shall 'pass upon and accept or reject or modify the plans for any new school house proposed by the provincial or the local authorities to be erected, and for the proposed site thereof, and shall make report of his action thereon to the General Superintendent of Public Instruction. If the provincial or the local authorities of the local school board shall be dissatisfied with the decision of the Division Superintendent as to the suitability of the plans or site of the proposed new school house, they may appeal to the General Superintendent whose decision shall be final.'"

It is the evident intention of the law that the Division Superintendent shall be primarily interested in the plans and construction of school buildings. In order to perform effectually his duties, the right to approve the different parts of the school building while it is in process of construction must vest in him. It is, therefore, my opinion that this power is incident to the general power of supervision over the expenditure of school funds and the general supervision of the school houses in his district and that he must first approve the payment of the various items of expense incurred in the construction of said buildings before the same should be paid by the provincial treasurer.

(Signed), L. R. WILFLEY,  
*Attorney General.*

Division Superintendents will be guided by the above ruling in the approval of expenditures for the construction of school buildings.

AN IMPORTANT OPINION ON USE OF PLAZAS FOR SCHOOL BUILDINGS

OFFICE OF THE ATTORNEY GENERAL

MANILA, May 25, 1905.

SIR:

I have the honor to acknowledge receipt of the papers enclosed with your endorsement of the 8th inst. and to return the same with the following opinion:

FACTS.—The facts disclosed are that in the pueblo of Cuyapo, Nueva Ecija, there is a public plaza or square containing about ten hectares of land. The history of this plaza does not appear. The Chief of the Bureau of Archives states that there are no data among his archives concerning the same.

QUESTION.—The question submitted is whether a municipality operating under the Municipal Code is authorized to use a portion of the public plaza as a site for a municipal school.

OPINION.—The placing of public buildings upon public squares is a question which has been much discussed by the courts in the United States (2 Dillon's Municipal Corporations, Sec. 645), and the conclusions reached there are so manifestly based upon reason that they must prevail here.

Where the purpose to which a public square is to be devoted is stated, either by general law or by the instrument conveying the property to the public, such use can not be lawfully changed by the municipality or other entity charged with the administration of the same.

It therefore becomes necessary to ascertain if possible the purposes to which the plaza of Cuyapo was dedicated.

Law 9 of Title 7, Book 4, Laws of the Indies, found also in Volume 2, San Pedro, p. 504, declares that the principal plaza shall be in quadrangular form, at least once and a half as long as it is wide, in order that it may be more suitable for equestrian and other sports and exhibitions.

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It would seem by this wording that the intent was to leave the plaza unencumbered by buildings. It was doubtless intended as a breathing spot for the citizens, and a place where they could hold athletic sports and conduct their commercial transactions. This is in accordance with the ordinary use of the public square or plaza in Spanish colonial settlements. (Diccionario Ency. Hisp. Amer.; Barcia, Diccionario Etom., "Plaza.") The erection of buildings of any kind would destroy the purpose of the dedication. In the Philippine Islands the provisions of Law 9, cited above, have been substantially complied with, and the plazas of the pueblos have been kept practically free from buildings. The custom of using these places for the sale of market produce, coupled with the extreme heat of the sun in this climate, has given rise to the custom of constructing temporary market sheds on a portion of the plaza, but in very few places have market buildings of a permanent character been erected. The erection of schools or other public buildings on the plaza is very unusual, although examples of this exist, as in the case of the municipal school of San José de Buenavista, Antique Province.

Taking into consideration the language of the statute, and the general observance of its terms which has prevailed in the Islands, I am of the opinion that where towns are settled and plazas dedicated in accordance with the laws of the Indies, as cited above, the plaza should be left unencumbered by buildings, and that it is unlawful for the municipality to build a schoolhouse on any portion of it.

In the case of Cuyapo, however, the plaza was manifestly not dedicated in accordance with the general law cited, for by that law the plaza is limited to a size of not more than 800 feet by 532 feet, while the Cuyapo plaza contains ten hectares of land. This large excess would show that the tract was not dedicated in accordance with the general law upon the subject, and in the absence of any evidence of special restraint upon the use of the land, I hold that this excess of land may be used by the municipality as a site for a municipal school, provided the land to be used for such purpose be taken from one extremity of the tract, so as to leave the remainder of the plaza complete and as symmetrical as possible, and with an area of at least the maximum allowed by Law 9.

Respectfully,

L. R. WILFLEY,  
*Attorney General.*

To the General Superintendent.

### ILOILO AND ANTIQUE

#### SCHOOL BULLETIN FOR MAY.

School attendance during March and April reached the highest point recorded in this division, to date. The record is very satisfactory, considering the poverty of many of our towns and the consequent difficulty experienced in maintaining schools. Still more satisfactory is the fact that real instruction and decided progress resulting, have characterized the work throughout this division. This office appreciates the patience, the energy, and the loyalty of the teachers of Iloilo and Antique who are doing this good work.

Santa Barbara is building a twelve room bamboo structure, by subscription. Pototan also is building by subscription an eight room school. Balasan has recently completed a very creditable school house, and Sara has completed one costing seven hundred pesos and is now building another for the Central School, to cost perhaps fifteen hundred pesos. This latter will be of wood throughout, with iron roof. In many towns barrio schools are being built by the barrios at their own cost. The Iloilo Intermediate School, to cost fifteen thousand pesos will soon be under construction.

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Sites for school gardens have been set aside in many towns and in some cases are now being fenced. It is hoped that all towns may be ready to take up gardening work at the close of the rainy season. The base-ball outfit has not yet been awarded. It is suggested that the award be postponed till December 1.

It is believed that this division will give certificates to more than eight hundred pupils as a result of the recent examinations for promotion. Some papers are yet awaiting decision, hence the impossibility of fixing the number exactly.

JOHN A. GAMMILL,  
*Acting Division Superintendent.*

### ORIENTAL NEGROS.

#### DUTIES OF SUPERVISING TEACHERS.

That there may be a clearer understanding by supervising teachers of their duties while visiting schools, the following suggestions are offered for their guidance:

Each barrio school should be graded into two classes doing first and second year work. These classes may be subdivided into sections for convenience. Provide for the native teacher a program stating definitely the work for each section. Do not leave any blanks in your program. Have something for every section to do all the time. If not reciting, provide slate exercises and busy work. Do not permit the teacher to vary from this program in any particular.

When you go to inspect a school arrange to reach it at the hour of opening, and, unless your schedule demands another visit that day, spend the entire morning period with the school. First, review the lessons with each section, having in mind the following points: Are the pupils properly graded? Is the work too difficult or is it too easy? Have the lessons been carefully presented by the native teacher? After reviewing the lessons, plan sufficient work for the school to occupy the time until your next inspection. You can in this way judge his ability and trustworthiness. When assigning lessons, state definitely the number of pages, problems or lessons, leaving no possible room for doubt on the part of the teacher.

If the teacher cannot attend a teachers' class regularly, give him an hour and a half of careful instruction in order that he may not fall behind those of his grade in the central schools. If your visits are more than a week apart, a simple system of instruction by correspondence may be employed. This has been done successfully in some large districts. Always assign work for the barrio teachers themselves with the same care that you do for their classes.

The days that your schedule does not require you to visit the barrios, you will teach in the third grade class of the central school. This instruction is very important, as, under the

present system, it is the only time that the pupils are directly under the influence of the American teacher.

The teachers' class should meet every day. When it is impossible for the American teacher to be present, owing to long trips of inspection, he should assign lessons and appoint the principal native teacher to conduct the class during his absence.

The constant aim must be to have the school work continue uninterruptedly from the opening of the term until its close. Improper grading, aimless droning over lessons, and frequent absences are fatal to progress. Teaching in the Philippines, under present conditions, may be made as systematic and as exact as any other profession. Only by so treating it can we hope for real advancement.

Respectfully,  
W. S. DAKIN,  
*Division Superintendent.*

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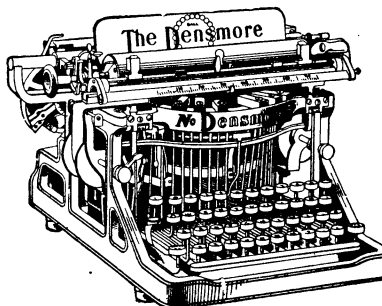
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